

Social Studies Project

Social Studies

A Draft Syllabus For Classes I To XI

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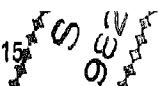


DEPARTMENT OF CURRICULUM METHODS & TEXTBOOKS
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P R E F A C E

The school is an institution within society; rather, it is an institution *of* society, for, not only does it owe its birth to society but it is also cherished by society. The school has thus to discharge its responsibilities in the context of the purposes that society desires to fulfil through it.

Society establishes the school, for it wants the school to do something to the child who comes to it and stays in it for some initial years of his life. As the child grows and develops in school, society also benefits, for the child is being all the time reared as a future member of society.

What is this 'something' that society wants the school to do to the child? This is hardly the place to enter into a detailed exposition of the aims and purpose of education, but it would not be wrong, broadly speaking, to say that the school exists primarily

- i. to build up the character of the child by training his feelings and emotions and promoting in him a respect for individuality in himself and in others;
- ii. to train his mind by helping him to think through a growing mastery of ideas and through the widest and most fruitful application of knowledge, both at the physical and the intellectual level; and
- iii. to inspire him to admire the beautiful and the excellent wherever he finds them, to learn proper skills, and constantly to strive to attain beauty and excellence in everything he does.

With these broad ideals set before it by society, the school adapts and amends them to suit its specific needs and also the circumstances in which it has to work. The instruments through which it seeks to attain the goals are

- i. the general tone of the school,
- ii. the activities it encourages,
- iii. the standards it sets,
- iv. the knowledge it imparts, and
- v. the methods it employs to impart that knowledge.

It is the last two of the instruments with which we are concerned at the present moment. While it is quite true that the school as a whole is responsible for the total education of the child, that this responsibility cannot be fragmented and the fragments allotted to special fields of knowledge, and that school subjects can no longer be conceived of as providing different aspects of mental discipline, it is nevertheless also true that upon particular subjects devolves the responsibility of particularly attending to one or more of the general aims of planned education at school. So, if a fundamental purpose of society in establishing the school is to raise a body of devoted, active, well-informed and discriminating citizens, it becomes clearly the primary responsibility of that subject which in school goes by the name of Social Studies.

The following pages dwell at length on the nature and meaning of Social Studies. As 'the study of man in society', Social Studies seeks to develop in our future citizens an understanding of, and allegiance to, cherished values of Indian society and also a fervent desire to strive for the betterment of present ways of life and social institutions. It attempts also to build up in them such tendencies as would impel them, and such skills as would equip them, to participate effectively and of their free will in the affairs of the locality, the state and the nation to promote the ideal of a secular, democratic and socialistic society. To do all this, it aims at imparting relevant knowledge and encouraging the application and utilization of that knowledge. Over and above this, it keeps before itself the all-pervading educational purpose of training the mind, which can be fulfilled only by fostering in the learners the ability to discern the point at issue, to shift the relevant from the irrelevant, to think consistently and coherently and marshal ideas in logical sequence, and to express themselves with lucidity and effectiveness.

The objectives of teaching Social Studies can be achieved in a variety of ways. While the content is important and will always matter, the methods of teaching that content are not less important. When the content is taught with the end-product in view, those methods which predominantly aim merely at imparting information cannot deliver the goods. Such methods as also foster the development of proper attitudes and proper skills are urgently called for in the classroom if Social Studies is to attain the objectives it seeks to attain.

The content to be taught may be organized in a variety of ways. The first consideration that is to be kept in view is the psychological factor, the development and level of maturity of the pupils for whom the content is meant. The second consideration, almost equally important, is the nature of the component subjects that have to be taught. It is not possible to ignore the methods in which a particular 'discipline' is studied, and these are not the same in all cases. The study of the natural sciences imposes upon the learner a procedure, a method, which will differ when the social sciences are being studied.

This brings us to the question of the pattern that the syllabus in Social Studies should follow. It is here necessary to repeat that no one method of organizing the content need be taken as the only one possible, and the way of presenting the material is as important as the material to be taught. Whatever, therefore, is taught and whichever organization is followed, it becomes incumbent on the teacher to be constantly reminded of not only the 'social studies point of view' as explained in the following pages, but the image of the learner after he has undergone a complete course in Social Studies.

The syllabus which follows is *one of the possible patterns*, and a complete one. This does not exclude other patterns organized with the same ends in view. It has the necessary flexibility to lend itself to adoption by those States where the pattern or structure is different. For example, in States where the secondary stage is of two years' duration, instead of three as assumed here, it is always possible to adapt and reduce the syllabus to compress the essentials within two years. Even where the pattern is different, much of the first part of the syllabus will hold true wherever Social Studies is taught.

A word is also necessary to explain the way in which the syllabus has been presented. While it retains more or less the practice of detailing the content as a list of topics, it goes further to dive below the content to put together the Major Ideas which should pervade the teaching of the unit and also a number of specific Understandings that the learner should develop through a study of the topic. This has the object of continually directing the teachers' attention to the 'social studies point of view' as also to the ultimate objectives of teaching the subject.

The syllabus is based on several assumptions:

1. Social Studies is envisaged here as a *core* subject to be studied by every pupil, and not as a substitute in higher secondary classes for history, geography, civics or economics. It is taken for granted that these subjects will continue to be studied as electives and as disciplines in their own rights.
2. The structure of education and the patterns followed today differ from State to State. Several patterns, or several adaptations of a certain pattern, are therefore quite in order to meet the needs and demands of all.
3. The syllabus is meant as an 11-year course, divided into three stages. (a) primary, (b) middle or junior high, and (c) higher secondary, covering 5 + 3 + 3.

The pattern adopted here has been explained in detail in the following pages. Briefly, the broad principles are

1. **Primary Stage (Classes I to V).** The approach to the subject in these classes is an integrated one, widening from class to class, starting from the home and the school and ending with an acquaintance with the world. The integrated approach does not thus permit an organization of the content on distinct subject-matter lines even though subjects have not been ignored.
2. **Middle or Junior High School Stage (Classes VI to VIII).** At this stage, the syllabus is composed of separate courses in history, geography and civics, but the courses are to be treated in a manner that should emphasize the dominating objective of teaching Social Studies, namely, 'the study of man in society'.

This organization has several points to command itself. It is in keeping with national aspirations and acquaints the pupil with the main currents of the long history of his country and also with its geography in the perspective of that of the world. Class VIII is to be the last year of compulsory education, it is also the last year of a broad-based general education at school, specialization though in a rudimentary form starting in the next class. It is here that a pupil has to have his first lessons in history, geography, and civics. Very many pupils will never study these subjects afterwards; this elementary study will provide, on the one hand, a firm foundation for later systematic studies in these disciplines for those who elect to do so, and, on the other, for others a framework for developing the broad themes of Social Studies as a part of general education, which is so essential for a balanced curriculum.

3. **Higher Secondary Stage (Classes IX to XI).** The syllabus now takes up once again the integrated approach. The study of history, geography and civics in the middle classes has provided the basic information and now is the time to understand the nature of the social, economic, cultural and political problems of the country and the world. The pupil is now more mature: he can relate ideas and items of information to meaningful concepts and weave them together to form a unified whole.

As has been pointed out, Social Studies is meant to be compulsory for all pupils, whatever their other offerings are. The course is designed, therefore, to fulfil the contribution that this subject has to make to the general education of every secondary-school pupil.

It may not also be out of place to speak here briefly of the Social Studies Project of the Department of Curriculum Methods and Textbooks, of which the following syllabus is the first outcome. (An earlier publication, *Position of Social Studies in India*, was meant only to provide the necessary background) The syllabus is the result of four all-India Workshops, held from June 1963 to June 1964, of teachers in schools, training colleges and universities, from all parts of India. Simultaneously with the formulation of the syllabus, a Curriculum Guide for teachers is also being prepared. This Guide is intended to acquaint the teacher with a detailed break-up of content (which especially in the higher secondary part of the syllabus may often be unfamiliar to many), some hints for teaching and some suggestions for further reading. The preparation of textbooks and other instructional material has also been taken on hand. Though the seal of finality can at no time be placed on syllabuses or textbooks, this will mark the completion of the first phase of the Project.

The Department takes this opportunity to express its debt of gratitude to Shri Raja Roy Singh, lately Joint Director of the National Institute of Education, for the inspiration and guidance it received from him throughout. It is also very grateful to the U.S.A I.D Consultants, Dr. W.H. Griffin and Dr A J Perrelli, who have contributed materially at every step of the Project. It is pleased also to be able to express here its obligations to the many participants in the Workshops, whose enthusiasm, cooperation and hard work have ever been an unfailing source of encouragement to it

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PART I

GENERAL INTRODUCTION : POINT OF VIEW

A. MEANING OF SOCIAL STUDIES

Social Studies is a field of study which deals with man, his relations with other men and his environment. Its content is drawn from several social sciences but is not determined by the discipline of anyone of these. Rather, the content and organization of Social Studies derive directly from the purposes for which it is taught. Those purposes include an understanding of human relationships, knowledge of the environment, dedication to the basic principles and values of the society in which it is taught, and a commitment to participate in the processes through which that society is maintained and improved. These are the most important characteristics of the 'social studies point of view'.

One of the primary concerns of Social Studies, therefore, is to provide understandings of man's way of living, his basic needs, the activities in which he engages himself to meet his needs—social, economic, cultural and political, and the institutions he has developed. Social Studies should thus provide a fairly good analytical knowledge of man's social and physical environment and the interaction between man and his environment.

Another dominant purpose behind the teaching of Social Studies, as has just been said, is to commit the learner to the basic principles and purposes of the society in which he lives. When that society is governed by democratic principles, as ours is, this commitment means no more than the inculcation in the mind of the learner of an abiding faith in the democratic ideal; it must not be taken to mean 'indoctrination' in the sense of teaching specific and definite answers to the day-to-day problems of the society or of the world. This has to be so because the fundamental values and processes of a democratic society require open-mindedness, independent judgment and freedom to influence public policy.

The teaching of Social Studies in schools has another side to it. As a compulsory subject of the school curriculum at all stages, it is to be regarded as an indispensable part of the general education of the pupil. Herein lies an important consideration determining the purpose of Social Studies in the school. It has to further the objectives that a General Education course attempts to attain: adding balance to the curriculum; helping the building up of balanced personalities; imparting relevant information as well as developing desirable attitudes and necessary skills; in short, bringing out complete men with alert and sensitive minds—creative, aesthetic and scientific.

For teaching purposes, Social Studies may be organized in a variety of ways, so long as its content, organization and teaching methods do not stand in the way of achieving the purposes proposed to be attained. Thus, both the 'integrated' approach (which seeks to use and combine the knowledge and skills provided by the many social sciences) as well as the teaching separately of the component subjects have their place, each making its own contribution to the governing purposes. A balanced Social Studies programme should have a judicious combination of different approaches.

B. ASSUMPTIONS

The programme for our schools suggested in the following pages grows out of certain *assumptions* regarding the Indian Nation, the world of knowledge and the processes of learning. These are given below in some details :

1. We are engaged in the task of building, defending and strengthening our sovereign, democratic and secular republic.
2. In this process, we are deeply interested in contributing to the establishment of a world order, which will be free from national, religious, social or economic oppression of any kind, and will be based on the principles of peaceful co-existence and cooperation among nations as equal members of the world family.
3. The values that inspire our people today are firmly rooted in the Indian tradition, which is a continuing and developing system of human responses to the environment—natural, social and cultural. The pulls of both heritage and change operate to influence the further development of this tradition.
4. The attainment of national objectives depends upon the understanding of these values, a unity of purpose and dedicated social action.
5. The current objectives of our society are such that the qualities required of its citizens can best be taught by helping students to acquire desire for continued participation in learning through questioning, investigating, discussing, and formulating conclusions independent of dictation. These qualities cannot be developed through those methods of education which are based on memorization of more information and passive acceptance of conclusions.
6. The world of information today is so vast and so rapidly expanding that often it is no longer possible to 'cover' a subject. In planning curricula and syllabuses, therefore, it has become necessary to select information in terms of generalizations, values and processes required for living and continued learning in a rapidly changing society.
7. To be successful, an educational programme should also reflect some accepted psychological and pedagogical assumptions relating to the peculiar characteristics of the growth and development of the human child from age to age and from stage to stage in respect of his comprehension, motivation and interests.
8. Any modification of an existing programme should take into account the present quality and preparation of the teacher and the current conditions as to educational materials and equipment available in schools, an assumption vital to the final success of the programme.

C. PURPOSES

The foregoing assumptions contain a clearly defined directive for the school programme, namely, to help the pupil to become an informed and active participant in a developing society. The Social Studies programme can contribute to this goal

1. by helping pupils to discover some BASIC UNDERSTANDINGS relating to
 - (a) **Indian Tradition :**
 - (i) Diverse cultural streams have come together and influenced each other, to form a composite Indian culture.
 - (ii) Indian civilization has not developed in isolation, but has been and continues to be part of world development.

- (iii) Indian civilization today is a result of spiritual and material influences, at varying balance in different periods.
- (iv) Modern developments should merge from the tradition of Indian civilization or be assimilated into Indian culture.

(b) Evolution of Society :

- (i) Change has been the essence of social history.
- (ii) Change has, on the whole, been towards an improved social order.
- (iii) Change for the better has resulted from the cooperative effort of the people.
- (iv) Change of lasting value has emerged from within a culture assisted by external causes, and, by and large, not been imposed from without.
- (v) As society at a given point in time is an integrated whole and its different aspects—economic, political and social—are interdependent, change brought about in one aspect calls for necessary adjustments in the other aspects.
- (vi) In the process of change, India has both contributed to and received from other cultures and peoples.

(c) Factors relating to the physical environment, influencing the development of a society :

- (i) Different types of social development are due to varying kinds of interaction between man and the environment (e.g., situation, relief, climate, vegetation, natural resources and animal life), and not due to any inherent inferiority of a people or an environment.
- (ii) Human life is not determined by man's physical environment. The relationship is, in fact, complementary, for man can improve his environment through effort and application of intelligence to his problems.

(d) Problems of contemporary India :

- (i) As the natural environment determines the frame-work within which man's problems arise and are solved, the planning of our economic development has to take into account the resources available, the objectives aimed at, the success so far attained and the limitations governing the hiatus between targets set and the actual achievement.
- (ii) As democracy requires respect for the dignity of the individual, equality of opportunity, social welfare, the rule of law and the participation of the people in making and implementing decisions affecting their lives, our society should be able to create the conditions in which these qualities and attitudes thrive best.
- (iii) Though national sovereignty implies the freedom to make independent decisions in all matters, external and internal, and to assure the unity of the nation and the territorial integrity of the country, this does not preclude the possibility of coexistence and cooperation among nations.

(e) Impact of Science on Indian Society :

- (i) As the application of science can serve to improve the standard and the quality of living, the benefits of scientific and technological development should be shared by all, regardless of distinctions of any kind.
- (ii) One of the vital gifts of science to human culture is the scientific method of thinking, and the best way of looking at the problems of our society is from the scientific point of view.

- (iii) Technological advancement brings about a division of labour, but all kinds of labour equally merit the respect of society.
- (iv) As technological development reduces manual labour in productive processes and results in greater leisure for all, society must provide opportunities for creative and socially acceptable uses of leisure.
- (v) As technological advancement in weapons of war has the potential danger of destroying civilization, our nation should cooperate with others in helping man to live harmoniously and peacefully with his fellow-men.

2. by helping pupils, through the discovery of the understandings detailed above, to develop some desirable **ATTITUDES** :

- (a) A patriotic pride based on a fair and just appreciation of past and hope for a bright future.
- (b) Tolerance and respect for other people's views, and also a spirit of assimilation.
- (c) An appreciation of the spiritual and material aspects of life
- (d) An understanding of and respect for the different ways of life and traditions in different parts of our country and of the world.
- (e) Belief in the importance of developing a world outlook, arising out of the realizations of the need for the interdependence of peoples.
- (f) An acceptance and adequate recognition of the role of science in the solution of many problems of modern times.
- (g) Belief in and respect for democratic processes in the operation and improvement of Indian society.
- (h) Respect for the role of intelligence and reliable information, rather than emotional reaction, in the solution of problems.
- (i) Willingness to accept personal responsibility for the operation and improvement of family, community and national life.
- (j) Belief in man's ability to solve his problems and to improve his lot in life.
- (k) Respect for the dignity and worth of every human being regardless of his racial, national, economic or social status.
- (l) Respect for reasonable procedures, rather than force, as the only proper and workable way of getting along together.

3. by helping pupils to acquire reasonable proficiency in some necessary **ABILITIES, SKILLS AND PROCESSES** :

- (a) Ability to use the simple tools of the social sciences, such as charts, maps, graphs and statistical data.
- (b) Ability to use procedures and techniques for gathering, organizing, interpreting and presenting information on a problem or topic, and ability to use it.
- (c) Ability to participate intelligently in the processes of decision-making in a democracy including parliamentary procedure and elections.
- (d) Skill in participating constructively and democratically as the leader or member of a group.
- (e) Ability to identify a problem, define it clearly and to plan a procedure for its solution.
- (f) Ability to think critically—to distinguish fact from opinion, to evaluate the reliability of information, to determine the relative significance of information,

to draw inferences and make valid generalizations based on reliable information, and to analyze argument and propaganda.

- (g) Good work habits : planning and efficient use of time.
- (h) Ability to interpret a social situation and to recognize the motives and needs of others.

D. A SUGGESTED PATTERN FOR ORGANIZING THE PROGRAMME

The foregoing discussion on the Meaning, Assumptions and Purposes of Social Studies may now be rounded off with some concrete suggestions on the pattern of organizing the Social Studies programme for our schools. The principles which have guided the formulation of the programme given in the following pages are :

1. Society needs a body of citizens capable of participating in its processes so that its basic values and ideals are maintained and matured and its problems are solved in terms of the best information and thought available at a given time.
2. The total programme in the school which has a beginning and an end should have a pattern of organization providing a variety of learning opportunities and having an internal continuity, unity and integrity.
3. The proposed programme has kept in view the purposes of education it attempts to fulfil.
4. At those points in the educational ladder where a significant number of pupils leave school, the programme has been 'rounded off' so that those leaving school are prepared at their level for citizenship responsibilities and also for continued learning out of school.
5. Within every school stage, due recognition has been given to the growth characteristics, learning abilities and interests of the pupils of the stage.
6. The needs of the pupils at different age levels and the nature of the learning process from one age level to another has also been taken care of.

Another consideration which is suggested by the experience with Social Studies in India during the past several years has been that, to be balanced, a programme should include a variety of ways of organizing the content and learning experiences. The 'integrated' approaches have proved to have merit in terms of the purposes of Social Studies. The teaching of component subjects separately at appropriate stages seems desirable for a more systematic learning of Social Studies.

While further study and experimentation only can decide what the most judicious balance between the two ought to be, for the moment the following organizational pattern for the Social Studies programme in our schools appears to fulfil our objectives best :

1. **Primary Stage :** For classes I to V the programme uses an integrated approach, building on the experiences of the child before he comes to school and branching out to over-expanding horizons to include, ultimately, the world.
2. **Middle Stage :** For classes VI to VIII, the programme is composed of separate courses in Indian History, the Geography of India and the World, and Elementary Civics. While these courses will naturally cover greater detail, 'the social studies point of view' is never to be lost sight of and the amount of correlation between them should be as much as possible.

This recognizes the fact that a large number of pupils end their schooling after the middle stage. The needs of citizenship, envisaged through the course in Civics, therefore, receives considerable emphasis at this stage.

3. **Secondary Stage :** In classes IX and X/XI, the programme again takes up an integrated approach, making use of the systematic learning of the middle school courses and recognizing the ability of the older child at this stage to relate ideas to meaningful concepts and to make generalizations.

The programme is conceived as part of the core studies of every pupil, irrespective of his other offerings. So it recognizes the contribution Social Studies has to make to the general education of every secondary school pupil : its special responsibility in educating those who would be the leaders in the future as well as others who would have to play their part as active and intelligent citizens.

The details of the programme now follow in the shape of suggested syllabuses for the different classes at these three stages.



PART II

A. THE PRIMARY STAGE

The realization of the purposes outlined in Part I, Section C, is in large measure dependent upon the effectiveness of the programme at the primary stage. This stage in the development of the pupil represents the period of the most rapid mental and social growth. Attitudes and habits formed during this period will greatly influence his intellectual and social behaviour in the subsequent stages at school as well as in adult life. In addition, many aspects of overt behaviour left undeveloped during this period are difficult to develop later.

The fact that Social Studies is directed toward the development of basic social understandings and associated attitudes and habits attaches particular significance to its programme for the primary stage. Careful consideration is therefore due to some factors that have influenced the suggested content and organization as well as the materials and methods of instruction to be used.

NATURE OF THE PRIMARY STAGE CHILD AND THE WAY HE LEARNS

With the introduction to formal education, the child begins to acquire the skills, attitudes and values with which he perceives the world around him. Although how attitudes are formed is still something of a mystery in psychology, evidence indicates that attitudes are derived from experiences in which the pupil has been emotionally involved. They are not likely to be developed through the highly verbal procedures usually employed in formal teaching.

The child's attitudes and how he behaves in his relationship to others and his environment is also largely determined by the concept he has of himself. At the primary stage, he begins to crystallize his feelings about himself. His self-concept becomes more fixed, less susceptible to modifications. His beliefs about his intellectual abilities and his place in an effective working group strongly condition the way in which he approaches his responsibilities at this stage as well as later in life. In addition, even though the school programme may not be consciously directed toward helping him to understand himself, learnings which contribute to his self-understanding pervade the classroom setting. The cumulative effect of the many day-to-day decisions made in the classroom under the direction of the teacher in which the child is directly involved is reflected in what he does and how he behaves.

The primary school child has only a limited background of first-hand experience upon which to generalize. His thinking is concerned with 'here and now' with the specific and the concrete. He can grasp only those realities which are associated with the village and district in which he lives, and in the later years of this stage begins to understand something of the State and country of which he is a member.

In the earliest classes, the child has a very limited command of basic tools used in formal education. Differences in the ability to use these tools become very apparent in the

ater half of this stage. Most children, however, are keen observers of the details of their environment, are anxious to portray in a variety of ways what they see, and are especially interested in working and playing with each other.

THE PROGRAMME

At the primary stage, particularly in classes I, II and III, the school programme places emphasis upon the development of the basic skills of speaking, reading, writing and mathematics. These skills are the tools to be used for self-education by nearly 65 per cent of the school-going population, who do not continue formal education beyond class V. For the others, these basic skills provide the foundation for continued formal education at school. The complexity of these skills and their importance as the primary objective at this stage require that a maximum of time and effort should be devoted toward their realization.

With the major portion of the school day devoted to the direct teaching of these basic skills, the Social Studies programme will of necessity be limited in scope and content at this stage. In an effort to conserve time and also to provide a sound programme, the activities outlined later in these pages enable pupils to utilize basic language skills and further develop interest and skills in art, music and dramatization, thus providing an important foundation for a sound general education programme. In addition, Social Studies supplies the content through which basic skills may be practised.

The content outline for this stage is rather extensive. This is particularly true of that for classes IV and V. Teachers are urged to select only that portion of the outline which may be used to advantage for their particular class. Since a large percentage of the primary pupils may not continue formal education beyond class V, there may be a tendency to load an excessive amount of content within a limited amount of time. This practice results in the acquisition of a limited amount of information without the ability to use it in a variety of situations.

PURPOSES

The very nature of the purposes already outlined suggests problems related to their realization. Many necessary understandings demand a great deal of maturity and the ability to think abstractly. In addition, it is difficult to provide the direct experience needed for the development of these understandings. Several are dependent upon a substantial body of knowledge as well as upon technical facts and mathematical processes beyond the grasp of these young children. For example, concepts of scale and of ratio used in the making and interpretation of maps are forms of arithmetical proportion well beyond the grasp of children at the beginning levels of this stage. The concepts of time and space are also quite complex and require a degree of maturity not generally found in such young children.

IMPLICATIONS

Every classroom teacher must understand and study the full implications of our knowledge of primary school children and the way they learn, of the demands upon time and effort for the development of basic learning skills, and of the goals outlined for Social Studies in relationship to the group of children under his guidance. Some general and more obvious implications are noted below :

1. At this formative and impressionable stage of his pupils, the teacher should be constantly sensitive to the attitudes and feelings pupils are developing about learning and about the content of the course.
2. The content and activities which focus upon the local environment should be developed so that the pupils are able to sharpen their powers of observation and to respond readily to the environment.

3. As the child's background broadens through experiences, the content and activities also should be extended to include matters beyond the immediate environment.
4. The programme should integrate facts from the many social sciences in such a way as to help the child to understand the foundation upon which our way of life is built as well as to enable those who leave school after the primary stage to develop a minimum of skills, understandings and attitudes necessary for an intelligent participation in the processes through which our society is maintained and improved.
5. As the greater portion of the available time has to be devoted in the primary school to the development of necessary skills in language and mathematics, the Social Studies programme in classes I, II and III has of necessity to be limited in scope and content
6. Though many of the purposes outlined in Part I are beyond the maturity and ability of primary-stage children, the content should be selected with an eye to providing adequate 'readiness' for the middle stage. Elementary vocabulary, skills, and understandings basic to the study of Geography, History and Civics should therefore be included.
7. A variety of approaches and tools should be used in the introduction of the content. First-hand experiences involving many cooperative work-projects should be utilized. Whenever possible, the work of the classroom should be related to the life around the school. Field-strips, pictures, models specimens, and other available audio-visual tools should be used extensively.
8. Talking about proper attitudes should be reduced to the minimum. At this stage, learning is most effective through the personal involvement of the child in situations which allow for the growth of proper attitudes. Also, adult authority can probably be most effective through example rather than through precept.
9. Maximum use should be made of the natural interest of the child in working and playing with others as a means of developing elementary skills of group work, inculcating a sense of responsibility toward others and developing an appreciation of the value of cooperative effort.
10. Emphasis should be placed upon the development of a minimum of simple understandings, leaving the more complex ones to be realized in later stages.

MAJOR OBJECTIVES.

The foregoing suggestions are reflected in the major objectives for the primary stage noted below :

1. Major Understandings*

1. Man has found it necessary to establish a number of organizational groups through which his material, moral and spiritual needs are met.
2. The effectiveness of these groups is directly related to the degree to which each member assumes his personal responsibility in their operation.
3. Effective relationships among people are dependent upon mutual understanding, trust and sense of responsibility toward others.

* Basic understandings noted in the objectives for this stage are provided for the direction of the teacher and are not meant to be committed to memory by the child. Rather, the child should be encouraged to discover similar generalizations on his own, however limited they may be.

Detailed understandings for each class have been mentioned along with the detailed syllabus which follows.

4. Similarities and differences in the way people live are due in part to basic geographical factors such as climate, land formation and natural vegetation as well as to their heritage.
5. The pattern of living changes with the passage of time and the rate of change can be affected by cooperative efforts of the people.

B. Information.

1. Important facts about the lives and contribution of outstanding Indians and world leaders, e.g., Ashoka, Chandragupta, Vikramaditya, Rajendra Chola, Akbar, Mahatma Gandhi, Nehru, Lincoln, Buddha.
2. Significant dates and their relationship to places and events in our history, e.g., 1857, 1947.
3. Historic documents and places which are part of the Indian heritage, e.g., Asoka's edicts, places of pilgrimage, monuments.
4. Services performed by various governmental agencies.
5. Names of important places in India and the world.
6. Physical features of the neighbourhood, of the State in which the child lives and of India.
7. Definition of geographical and civic terms, e.g. latitude, longitude, altitude, rotation, relief map, climate, irrigation, continent, constitution, panchayat, Parliament.

C. Attitudes.

1. A willingness to assume personal responsibility for the effective operation of a group.
2. An appreciation of our Nation together with a willingness to preserve its freedom
3. A desire to obey law and authority based upon an understanding of personal responsibility toward others.
4. An appreciation of and respect for elders and teachers.
5. A willingness to assume responsibility for personal and public property and for the natural resources of the Nation.
6. A respect for people of all religions and for those from different parts of our country.

D. Skills.

1. In working with others :
 - a. Listening
 - b. Discussing :
 - (i) sharing materials
 - (ii) assuming assigned responsibility
 - (iii) speaking clearly and logically
 - c. Beginning parliamentary procedures
 - d. Dramatization.
2. In the use of maps and the globe :
 - a. Location : direction (North, South, East, West), streets and roads, latitude and longitude.
 - b. Estimating relative sizes and distances ; using simple large-scale drawings.
 - c. Symbols : keys, legends, colours and shadings.
 - d. Types of maps : simple maps of village, district and State ; the globe ; relief map ; historical map ; road map and railway map.

CLASS I

HOME AND SCHOOL

- Major Ideas:**
1. The home and school are among the most important units through which man attempts to meet his material, intellectual, spiritual and recreational needs.
 2. Patterns of living change with the passage of time.

UNDERSTANDINGS

CONTENT

- | | |
|---|--|
| <p>A. All men have some common basic needs in life.</p> <p>B. The family is the basic organizational unit through which our material, moral, spiritual and recreational needs are met</p> <ol style="list-style-type: none">1. Although families may differ in size, language used and religion, their needs are the same and they also have many other common features.2. Each member of the family has certain privileges as well as responsibilities.3. Effective family relationship depends upon mutual love, understanding and respect for each other within the family.4. The family to which we belong does many things for us and in return each of us has certain duties towards the other members of the family.5. Every family celebrates some traditional festivals.6. Festivals are occasions for rejoicing. | <p>A. IDENTIFICATION OF BASIC NEEDS</p> <ol style="list-style-type: none">(a) Material needs : food, clothing, shelter.(b) Moral and spiritual needs : worship, love.(c) Recreational needs : play, entertainment. <p>B. STUDY OF THE FAMILY</p> <ol style="list-style-type: none">1. (a) Structure of the family<ol style="list-style-type: none">i. Small : father, mother, brothers and sisters.ii. Big : grandparents, uncles, aunts, cousins also.iii. Common residence.(b) Functions of family members.<ol style="list-style-type: none">1. Those of the parents and other adult members of the family ; managing the home, protecting the younger members.ii. Those of children : doing some of the house-hold chores, e.g., helping adults in keeping the home clean, running small errands. <p>2. Recreation in the family.</p> <ol style="list-style-type: none">(a) Accompanying parents to fairs, dramas, puppet shows, circuses, and other public festivals like the Ramlila.(b) Listening to, and telling, stories and singing songs in the family. |
|---|--|

3. Celebration of festivals in the family.
(Such important festivals should be chosen as are celebrated in the family and also in different parts of India).

Dassehra, Diwali, Id, Christmas, Onam, Pongal, Ganesh Puja, Durga Puja, and other local festivals.

- (a) Stories and legends connected with the festivals.
- (b) Identification of the people in the stories with the qualities they stand for.
- (c) Tradition, values and beliefs associated with the festivals

C. In some ways the school is an extension of the family and another important unit through which society helps us to acquire needed skills, information and values.

1. Many people work to maintain a school.
2. All members of the school are inter-dependent and each has some responsibility towards the others.
3. The property of the school is the property of us all.
4. To work effectively we need to develop orderly habits, maintain our health and take precautions for safety.

C. STUDY OF SCHOOL

1. Acquaintance with the school building: Headmaster's room, classrooms, bathroom, lavatories, place for drinking water, playground, office room, assembly hall, library.
2. Acquaintance with the staff: Head master, teachers, office assistant, librarian and others.
3. Maintenance of school property.
 - (a) Making proper use of equipment : desks, chairs, blackboards, waste-paper baskets, water taps, bathrooms, library books.
 - (b) Keeping them in order for the use of others.
4. Development of orderly habits and good manners.
 - (a) Being punctual
 - (b) Treating each other courteously.
 - (c) Standing in a line.
 - (d) Waiting for one's turn.
 - (e) Respecting elders.
 - (f) Sharing with others whenever necessary.
 - (g) Showing consideration for other's feelings.
 - (h) Working and playing together.

5. Cultivation of Health and Safety habits.

- (a) Keeping nails, hair, body, mouth, etc., clean.
- (b) Washing hands before and after taking food.
- (c) Avoiding eating uncovered food, especially that procured from outside the school or the home.
- (d) Drinking clean water.
- (e) Walking on footpaths and not on the main road.
- (f) Looking to the right and left when crossing the road.

D. The life of early man was in many ways different from life today.

- 1. Food habits, shelter and clothing have changed with the passage of time.
- 2. Respect for such basic values as obedience, bravery and love has not, however, changed with the passage of time.

D. INTRODUCTION TO OUR TRADITION THROUGH STORIES.

- 1. Stories of early man : how he found his food, clothing and shelter.
- 2. Stories of some notable children from mythology and folklore, e g , Prahlad, Bharat, Aruni, Ekalavya.



CLASS II

THE NEIGHBOURHOOD

- Major Ideas .**
- 1 The neighbourhood is another unit which provides for the satisfaction of our material, moral, spiritual and educational needs.
 2. Neighbourhood agencies and institutions can be successful only when each member of the neighbourhood assumes responsibility for their success.
 3. Geographical factors often influence the way people live and work.

UNDERSTANDINGS

- A. There are a number of agencies and institutions in the neighbourhood which provide for our needs.
1. The neighbourhood provides for educational needs through its schools.
 2. In some ways, the neighbourhood also provides for recreational needs.
 3. The neighbourhood satisfies the spiritual needs of the residents through the different places of worship it provides.
 4. Any place of worship is to be respected by us all.
 5. The neighbourhood also provides for transport and communications.
 - (a) Man has constantly been striving to cover distances in the shortest possible time.
 - (b) The mode of transportation in use is determined by a number of practical considerations.
 - (c) Quick ways of travel save a great deal of our time.
 - (d) The Post Office helps us to communicate with people who live far away from us.
 6. The local policeman and the chowkidar are there to serve and assist the residents of the neighbourhood.

CONTENT

A. SERVICES OFFERED IN THE NEIGHBOURHOOD.

1. Schools.
 - a kinds, size, names and the distances between the schools in the neighbourhood.
2. Places of worship.
 - (a) Kinds : temples, mosques, churches, gurdwaras, etc.
 - (b) Location of these places of worship in the neighbourhood.
 - (c) Old and historic places of worship of local interest.
3. Means of transport.
 - (a) Different means of transport used in the neighbourhood : animals, carts, tongas, rickshaws, buses, trains, etc.
 - (b) Workers associated with each.
 - (c) Advantages of fast transport, *e.g.*, to call a doctor, to reach the railway station in time.
4. Roads and road safety.
 - (a) Kachcha and pukka roads. Road crossings.
 - (b) Safety on Roads : walking on footpaths, observing traffic rules, vigilance while crossing the road, traffic police.

7. Knowledge of the geographical setting and the location of important places in a neighbourhood is helpful.

Knowledge of the geographical setting and the location of important places in a neighbourhood is helpful.

1. Knowledge of direction helps us to find our way and to locate places.
2. Knowledge of the physical features and climatic conditions helps us to understand the way we live.

5. Places of recreation:

- (a) Need for recreation.
- (b) Kinds puppet show, folk dance, cinema, Ramlila, circus.
- (c) Places chopal, panchayat hall, common fields.

6. The post office.

- (a) The letter-box : its uses.
- (b) The postman : his work in the neighbourhood.
- (c) The post office : work done there.
- (d) The telegraph office : work done there.
- (e) The story of a letter : its journey from one place to another.

7. Some other agencies.

- (a) The policeman and the chowki-dar.
- (b) The gram-sevak and the gram-sevika.

B. GEOGRAPHICAL SETTING OF THE NEIGHBOURHOOD.

1. Physical features, etc., rivers, hills, tanks, water-falls, plants, trees, animals, etc.
2. Climate : elementary idea of hot and cold, rainfall.
3. Location of places in the neighbourhood.
 - (a) An elementary idea of direction with reference to objects : left, right, front and back.
 - (b) The four directions : East, West, North, South in relation to sunrise and sunset.
 - (c) A broad idea of time : sunrise, sunset, morning, noon, evening, night.
 - (d) Location of important places on a sketch map of the neighbourhood.

C. Geographical factors often influence the way people live and work in the neighbourhood.

1. Food, water, clothing and shelter, which are our basic needs, are affected largely by geographical factors.
2. We change our clothes from season to season.
3. Different kinds of material are used to build houses.
4. People follow different occupations to satisfy the needs of the neighbourhood.
5. Many people help us to satisfy our needs.

C. LIFE IN THE NEIGHBOURHOOD.

1. The food we eat.

- (a) Types of food : rice, chapatis, meat, fish, vegetables, etc.
- (b) Good food habits : avoidance of waste, cleanliness.
- (c) Where food comes from : cereals from farms, fish from rivers, milk and meat from animals and vegetables from farms.
- (d) People who bring us food : milkman, butcher, grocer, vegetable-seller.

2. The water we drink.

- (a) Local sources of water : wells, tanks, rivers, taps in cities.
- (b) Uses of water : at home, in fields.
- (c) Cleanliness of water.
- (d) Storage of water : covered pots, keeping them in clean places.

3. The clothes we wear.

- (a) Types of material used : cotton, wool, silk.
- (b) Seasons and clothing : change in clothes according to seasons.
- (c) Cleanliness of clothes.
- (d) People who care for our clothes : weaver, tailor, washerman, mill-worker.

4. Shelter : Houses in the neighbourhood.

- (a) Types of houses : kachcha, pukka, small, big.
- (b) Materials used : bricks, stone, mud, leaves, wood, etc.
- (c) Persons who help us to build houses : mason, bricklayer, carpenter.
- (d) Cleanliness of houses : cleaning and sweeping every day, keeping things in order, place for throwing refuse.

- D. 1. Every neighbourhood celebrates some traditional festivals in its own way.
2. These festivals are also occasions for rejoicing.

D. FESTIVALS IN THE NEIGHBOURHOOD

- (a) Names of festivals, role of the neighbourhood in their celebration: Dassehra, Diwali, Id, Christmas, Durga Puja, Pongal, Onam, Lohri, etc.
- (b) Stories and legends connected with the festivals.
- (c) Tradition and values associated with the festivals

- E. Stories from our past are one way through which we receive and transmit the values and traditions that are cherished by us as part of our heritage.

1. We love and respect qualities of bravery and nobility.
2. We are indebted to Early Man for his inventions: making fire and taming animals.

E. INTRODUCTION TO OUR TRADITION THROUGH STORIES

- (a) Five selected stories from the childhood of great men and women.
- (b) Early Man: food-gatherer, fire and its uses, taming animals.



CLASS III

OUR STATE AND COUNTRY

- Major Ideas:**
1. Similarities and differences in the way people live are due in part to geographical factors.
 2. The State is another administrative unit through which the needs of men are met.
 3. We cherish some values and traditions as part of our heritage.

UNDERSTANDINGS

- A. Knowledge of the geographical setting of our State helps us to understand the way people live.
1. Plant life and animal life are also influenced by geographical factors.
 2. Land formation has influence on the way we live.
 3. Climatic conditions in the State influence the way we live.

CONTENTS

A. GEOGRAPHICAL SETTING OF THE STATE

Geographical terms and concepts should be presented at this stage in a very elementary way

1. The District.
 - (a) Simple land forms: hills, rivers, valleys, lakes, highlands, etc.
 - (b) Patterns of land-use: farmlands, pasturelands, forests, etc.
2. The State. Regional differences should be taken into account
 - (a) Location, extent, nearness to sea.
 - (b) Important physical features: hills, rivers, valleys, etc.
 - (c) Geographical divisions.
3. Climatic conditions
 - (a) Temperature: identification of seasons—hot, cold and wet.
 - (b) Rainfall.
4. Crops and vegetation: cereals, cash crops, fruits, forest products.
5. Animals.
 - (a) Cattle.
 - (b) Wild animals and birds.
6. Railways and highways which link the villages and towns in the State.

B Life in the State has been changing as the result of human effort and influence of events.

1. The geographical setting is often modified by human effort.
2. Increased road and railway facilities have promoted greater interdependence among the districts within the State.
3. Since Independence, more and more people are working in small and large industries.
4. Farming methods and tools are changing and farm product is increasing.
5. Improvements in farming and industry need the cooperation of many people
6. Our State celebrates national festivals which help us to realize that India is one.

C. The State is the administrative unit through which various governmental agencies supplement the services provided by the neighbourhood.

1. The effectiveness of State agencies partly depends on the effective operation of local and district governmental units.
2. Each person must discharge to the full his duties as a citizen so that the administrative bodies can operate effectively
3. Local self-government units are formed in the villages and towns.
4. We cooperate with them to improve our villages and towns.

D. India is made of sixteen States.

1. Our State as well as every other State is an integral part of India.
2. Our State depends upon other States for the satisfaction of its basic needs.

B. LIFE OF THE PEOPLE IN THE STATE

Wherever possible a comparison should be made with the life before Independence to exemplify progress in different ways.

1. Houses: types.
2. Food.
3. Clothes.
4. Languages.
5. Farming methods.
6. Occupations
7. Transport and communications
8. Festivals.

C GOVERNMENTAL UNITS

1. In the district.
 - (a) Tehsil: relationship of tehsil to district
 - (b) District: relationship of district to State.
 - (c) Officers in the district District Magistrate, Superintendent of Police, District Education Officer, etc.
 - (d) Community Development Blocks: Block Development Officer.
2. Local self-government units.
 - (a) Gram Panchayat: election and functions.
 - (b) Zilla Parishad: election and functions.
 - (c) Municipality: election and functions.
 - (d) Cooperative Societies.

D. THE STATE AS A PART OF INDIA

1. The State as one of sixteen States: Name of the States. Study of the map of India to locate the position of the State.
2. Highways and railways. linking the State with other parts of India.
3. Goods received from and sent to other States: Examples of some articles of food, clothing, etc.

- E 1. Early Indian civilization has left its impress on the life of the people throughout the country.
2. Stories of great men and women of our country are one way in which we inherit and transmit the values and traditions that are cherished by us as part of our heritage.
3. The invention of agriculture and of the wheel brought revolutionary changes in the life of early man

E. OUR HISTORY AND HERITAGE

1. (a) Story of a boy living in the Mohenjodaro.
- (b) Story of a boy living in the Vedic Age.
- (c) Stories of the Ramayana and Mahabharata
- (d) Stories of Asoka, Vikramaditya, Mahendravarman Pallava, Harshavardhana, Pulakesin, Rajendra Chola, Prithviraja and Krishnadeva Raya.
2. Places of historical interest in the State: stories and legends connected with these places
- 3 Heritage of mankind
 - (a) Invention of Agriculture.
 - (b) Story of the Wheel.



CLASS IV

OUR INDIA

- Major Ideas:**
1. Similarities and differences in the way people live in different parts of our country are due to the many factors.
 2. Many cultural streams have contributed to the development of our traditions and values.

UNDERSTANDINGS

- A. Geographical factors, such as physical features, climate and natural vegetation, have influenced the life of the people in different parts of the country
- 1 A big country like ours always has great physical and climatic contrasts.
 2. The States of our country are dependent upon one another.
 3. Different ways of living in different States add to the variety and richness of our life.
 - 4 Though ways of living vary from region to region, there are a number of things common in the life of the people in different parts of the country.
 5. The basic ways of making a living are becoming more and more varied and complex with the march of time.

CONTENTS

A. OUR COUNTRY

1. Natural regions and elements.
 - (a) Mountain wall of the Himalayan ranges loftiest in the world, heavy rainfall; sources of big Indian rivers fed by water from melting snow, extensive forests.
 - (b) Gangetic Plains: basin of the Ganga and its tributaries south of the Himalayan ranges, heavy rains; hot for most of the year; fertile soil
 - (c) Desert region: in the west and north-west of India; dry sand-hills; scanty rainfall; very hot in summer and very cold in winter; scanty vegetation.
 - (d) Plateaux of Malwa and the Deccan: hilly, stony, barren; scanty rainfall; dry for the most of the year.
 - (e) Coastal strips of the south: hot wet climate; heavy rains; rich vegetation.
2. Life of the people in different parts of India: food, clothing, shelter, crops, occupations, languages, festivals, places of geographical interest.

At least five states should be treated in detail. The criteria for the selection of these states may be (a) proximity to the State of the pupils, as well as (b) difference from it in physical features, climate, vegetation, occupations, etc.

B Our country is rich in natural resources.

- 1 Long-term planning is necessary for the utilization of natural resources to the greatest advantage.
2. If we pool our resources and work together, we can bring all-round progress and prosperity to the country

B. USES OF NATURAL RESOURCES

1. (a) Minerals: iron ore, coal, manganese, oil, etc., location.
(b) Soil. kinds, conservation.
(c) Vegetation: types, afforestation.
(d) Animals: distribution of cattle and wild life.
2. Planning for economic development.
 - (a) Our Five-year Plans: brief description of purposes.
 - (i) Improving the living conditions of the people.
 - (ii) Developing our resources.
 - (b) Agricultural development.
 - (i) Irrigation and water resources: projects.
 - (ii) Fertilizer factories: Sindri, Nangal.
 - (iii) Improved methods of agriculture.
 - (c) Development of industry.
 - (i) Steel plants: Jamshedpur, Rourkela, Bhilai, Durgapur, Bokaro.
 - (ii) Other Industries. Coach factory, Heavy Electricals, Hindustan Machine Tools; textiles, sugar.
 - d) Village development. Community projects for village development.
 - (i) Community development blocks: functions.
 - (ii) Work of cooperatives.

- C.**
1. Modern means of transport and communication have brought different parts of India closer.
 2. Quick, smooth and efficient working of the transport and communication system needs the active cooperation of all citizens.

C. IMPORTANT ROUTES AND COMMUNITIES

- (a) Main railway routes connecting important cities, like Delhi, Calcutta, Madras, Bombay.
- (b) Main highways.
- (c) Main airports.
- (d) Postal, telegraph and telephone services.

D Our heritage provides the basis for a sense of unity and pride in the greatness of our country.

1. Different aspects of our culture are transmitted through the stories of our great men and women.
2. Our heritage has its roots in the contribution of great men and women of our country.
3. Values rooted in our culture are enriched through the interaction of people from different parts of our country.
4. Our historical and religious monuments speak of our glorious past.
5. India gained freedom after a long struggle and a great sacrifice.
 - (a) People and notional leaders from all over the country took part in our struggle for freedom.
 - (b) Our struggle for freedom was unique in the world because of its non-violent character.

E. The Earth is a rotating sphere.

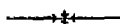
1. The face of the Earth is not the same everywhere.
2. Our country is a part of the world and does not exist in isolation.

D. OUR HISTORY AND HERITAGE

1. (a) Stories of Akbar, Rana Pratap, Chandbibī, Shahjahan, Shivaji, Baji Rao I, Ranjit Singh, Raja Ram Mohan Roy and Dalhousie.
(b) Places of historical interest: Kapilavastu, Dilwara, Ajanta, Ellora, Mahabalipuram, Qutab Minar, St. Xavier's Church, Golden Temple, Tajmahal, Kanchi.
2. How India became free
Connected story of the Freedom Movement from 1857 woven round the stories of some great men and women who fought for India's freedom, e.g., Lakshmi Bai, Tilak, Gandhi, Nehru, Sarojini Naidu.
3. Our national festivals and national symbols.
 - (a) Independence Day, Republic Day, Gandhi Jayanti.
 - (b) National Flag, National Anthem, National Emblem.

E. THE GLOBE

1. Identification of land-masses and oceans.
2. Location of India with respect to
 - (a) Continents: Asia, Europe, Africa and Australia.
 - (b) Oceans: the Indian Ocean, the Pacific Ocean, the Bay of Bengal and the Arabian Sea.
 - (c) Neighbouring countries : Burma, Bhutan, Sikkim, Nepal, China, Tibet, Pakistan, Ceylon and Afghanistan.



CLASS V

INDIA AND THE WORLD

- Major Ideas:**
1. The study of the globe helps us to understand geographical facts and phenomena.
 2. The basic needs of man are the same everywhere, and man satisfies them by making good use of the natural resources and surroundings.
 3. Improved transport and communication have brought different parts of the world closer.
 4. Our Constitution guarantees fundamental rights to our citizens but requires them also to assume responsibilities.
 5. Great men of different countries have contributed to the development of basic human values.

UNDERSTANDINGS

A Our Earth is a rotating sphere

1. The Earth's rotation causes day and night.
2. The Earth's revolution round the sun causes change of seasons.
3. The two extremities of the imaginary axis of the Earth around which it rotates are called the North and the South Pole.
4. The Equator, which is an imaginary circle, divides the Earth into the northern and the southern hemisphere.
5. Latitudes and Longitudes helps us to locate places on the globe or the map.
6. There are differences in the climate of different places on the Earth's surface.
 - (a) Differences in temperature are influenced primarily by latitude, altitude and distance from the sea.
 - (b) Variations in rainfall in the different parts of the world are due to a number of factors.

CONTENTS

A. BROAD STUDY OF THE GLOBE

1. Identification and location on the globe of
 - (a) Continents.
 - (b) Oceans.
 - (c) North and South Poles.
 - (d) The Equator.
2. Meaning of rotation and revolution of the Earth.
 - (a) Relationship of rotation to day and night.
 - (b) Relationship of revolution and position of the axis to the seasons.
3. Poles, Equator, Latitudes and Longitudes.
 - (a) Working definitions.
 - (b) Influence of latitude and altitude on temperature.
 - (c) The importance of latitudes and longitudes in locating places on the globe.

- 4 Important factors influencing the climate of a place.
 - (a) Latitude, i.e., distance from the Equator.
 - (b) Nearness to sea.
 - (c) Altitude or height from sea-level.
 - (d) Direction of winds as carriers of rain
 5. Important divisions of the world according to climate, temperature and rainfall
- B. Similarities and differences in the way people live are due in part to basic geographical factors, such as physical features, climate and natural vegetation.**
1. The basic needs of man are the same everywhere.
 2. Man satisfies his needs by making good use of natural resources.
 3. Different ways of living add to the variety and richness of our big world
 4. People in every region are dependent on people in other regions of the world for many goods and services.
- C**
1. Improved means of transport and communication have brought different parts of the world closer together.
 2. Growth of science and technology has very largely helped the development of modern transport and communications.
- D. The State and the Union Governments are the administrative units through which we are governed by our own representatives.**
1. We should elect our representatives in a wise and unbiased manner.
 2. We should cooperate with our elected representatives by discharging our duties
 3. India is a Democratic Republic.
 - (a) A democratic form of government bestows upon its citizens certain fundamental rights and
- B LIFE OF THE PEOPLE IN SOME OTHER PARTS OF THE WORLD** food, clothing, shelter, crops, occupations, recreation, languages, etc.
- (a) In the hot wet forests of the Congo basin.
 - (b) In the hot desert lands of Arabia.
 - (c) In the monsoon lands of South China.
 - (d) In the land of the rising sun (Japan).
 - (e) In the grasslands of Argentina.
 - (f) In the icy lands of Greenland.
 - (g) In the cold wet forest of Canada.
- C. THE SHRINKING WORLD**
1. Important international routes today.
 - (a) Land routes, sea routes, air routes.
 - (b) Countries and cities served.
 - (c) Speed of travel.
 2. Modern Methods of Communication.
 - (a) Telegraph.
 - (b) Telephone.
 - (c) Radio and television.
 - (d) Newspapers
- D. HOW WE GOVERN OURSELVES**
A very elementary treatment is expected.
- 1 Administrative set-up of the State Government.
 - (a) Executive: Governor, Chief Minister, other Ministers.
 - (b) Legislature. Legislative Assembly and Legislative Council.
 - (c) Judiciary: High Court, District and other subordinate courts.
 2. Administrative set-up at the Centre.
 - (a) The Union Executive: President, Prime Minister, the Cabinet.

requires them to perform some basic duties.

- (b) A good citizen is as willing to discharge his responsibilities as to enjoy his privileges.
- (c) Observance of civic duties results in happier life in the home, school and society.

(b) Parliament Lok Sabha and Rajya Sabha.

(c) The Supreme Court.

3. Fundamental Rights guaranteed by our Constitution.

- (a) Universal suffrage.
- (b) Freedom of speech and of the Press
- (c) Freedom of Worship.
- (d) Right to equality before law
- (e) Right to property.
- (f) Right to redress against injustice.

4. Basic duties of a Good Citizen.

- (a) To obey laws.
- (b) To pay taxes.
- (c) To vote wisely.

E. Great men of different countries have contributed greatly to the development of basic human values, and their lives provide examples for us to follow.

E. SOME GREAT MEN AND WOMEN OF THE WORLD

1. Some Indian Saints and Religious Leaders: Mahavira, Buddha, Shankaracharya, Nizamuddin Auliya, Ramanuja, Kabir, Nanak, Chaitanya, Dayananda, Vivekananda.
2. Some Religious Leaders and Great Men of the World: Jesus Christ and Muhammad. Socrates, Lincoln and Tolstoy.

F. Cooperation amongst nations is necessary for world peace.

1. The United Nations is a world organization that strives to promote peace and goodwill amongst nations.
2. Development in different countries of the world is facilitated by mutual cooperation and help.

F. THE UNITED NATIONS

1. Organization. main bodies.
2. Members.
3. Activities.
4. Agencies.

B. THE MIDDLE STAGE

The middle stage of the school is the bridge between the primary and secondary stages. The interests, skills and understandings developed in the primary stage are here reinforced and extended with a view to preparing pupils for the secondary school. Pupils are now given increased opportunities to apply basic skills to a variety of problems. These skills are developed to a point where the methods of investigation and learning used at the secondary level can be introduced successfully.

The programme in Social Studies at this stage should therefore be conceived of as the intermediate point in a continuous series of experiences which would at the secondary stage provide opportunity for specialization in the social sciences as well as for continuation in a core Social Studies programme. The programme thus should be exploratory in the sense that it should introduce pupils to an advanced study of the social sciences at the secondary level. On the other hand, it should also provide a background of information and skills all pupils will need to use in a continuing programme of Social Studies till the end of class XI.

Although the percentage of school-leavers at the middle stage is smaller than that at the primary stage, the number is still considerable. For these pupils, the Social Studies programme must provide understandings, attitudes and skills which will enable them to discharge their personal and social responsibilities more effectively.

NATURE OF THE PUPIL AT THIS STAGE AND THE WAY HE LEARNS

The intellectual and social growth of the pupil continues at a relatively rapid rate. Differences in abilities are more pronounced than previously, which will be increasingly evident as wastage in the primary stage is reduced. This fact must be considered in planning the programme and in suggesting materials and methods to be used to realize the objectives.

The pace at which the pupils's background is broadened increases as greater reliance is placed upon vicarious experiences. Increased maturity makes it possible for him to perceive necessary relationships in the development of major understandings. This increased maturity also makes possible an improved time sense, and the pupil's sense of chronological progression of sequence is considerably developed. He begins to acquire an awareness that each period of time has its distinguishing characteristics—that his ancestors lived differently from how he does and the pattern of life for those who follow him will be different than his. His ability to sense spatial arrangements has also increased to a point where further experiences designed to strengthen and refine this ability are more likely to succeed.

Experience suggests that at this age the pupil's interests in people broadens beyond those with whom he has had established direct contact. Some pupils at this stage of development suddenly become interested and concerned about ideals, truth and religious matters also. In their efforts to find answers to these concerns, they develop an interest in others.

IMPLICATIONS FOR THE SOCIAL STUDIES PROGRAMME

Some of the more general implications of the foregoing are noted below :

1. The content should be so organized as to provide an appreciation of History and Geography, more or less as 'discipline'. This should be aimed to provide the

necessary exploratory experience for more specialized secondary studies and also a background of information for the Social Studies portion of the core studies at the secondary stage. It should also make easy the transition to the methods of study to be followed at the higher secondary level.

2. Pupils should, therefore, be introduced to the methods of study used in the major social science disciplines
 - a. **In HISTORY**, this means collecting data from the vast record of human experiences covering a definite period of time. To the extent possible, this collection of data should involve checking such sources of information as old records, historical buildings, first-hand accounts of experiences from old residents, maps and a variety of accounts of the same historical event. The primary purpose of this activity is to illustrate changes in society from period to period and to identify the factors influencing these changes. Consulting different sources to arrive at a conclusion would also foster critical thinking.
 - b. **In CIVICS**, this means utilizing the methods of historians and geographers as an aid to understand the duties and rights of citizenship in the country and also the work of the governmental machinery.
 - c. **In GEOGRAPHY**, this means the ability to use flat maps and globes to locate places, follow routes and collect information on the physical, political and social features, as also on the information about rocks and soils in an area. It means also using these skills to discover the natural environment, its influence upon man and man's influence upon it.
3. The objectives to be achieved in the study of each discipline should be directed towards broadening the pupil's understanding of man and his relationship to his environment. This is important for the realization of the general purposes outlined in Part I. This broad understanding will also help the pupil to appreciate the contribution each discipline can make toward the clarification of questions of current interest—personal, national and international.
4. In order to achieve these objectives the content selected should emphasize the lives of people and the growth of social institutions rather than the history of dynasties, wars and battles. The presentation of the content should be directed to develop the ability to draw inferences which will have application to concerns and questions of current interest.
5. The wide range of abilities within a group suggests the use of a variety of instructional material. The use of pictures, models, dramatic presentation and different types of audio-visual aids are very appropriate at this stage as well.

MAJOR OBJECTIVES.

The foregoing suggestions are reflected in the detailed syllabus given later as well as in the major objectives for the middle stage that follow:

(1) HISTORY

- A. **Understandings** (Detailed understandings are noted in the syllabus for each class).
 1. Man has found it necessary from time to time to establish a number of organizational groups through which his material, moral and spiritual needs are met.
 2. Diverse cultural streams have come together in India, each influencing the other, thus forming a segmented yet unified culture.

3. our present culture has its foundation in ways of life developed many centuries ago.
4. Indian civilization has influenced, and been influenced by, world developments.
5. Advances in technology in modern times have made it easier for contemporary cultures to influence one another.

B. Attitudes.

1. Appreciation of the composite culture of India developed over centuries of time.
2. Appreciation of past achievements leading to a sense of pride in the country and in the human race.
3. Appreciation of the contribution to Indian heritage made by outstanding personalities.
4. A beginning appreciation of the way the historian works.

C. Skills.

1. Introduction to work of the historian :
 - (a) Use of a variety of written accounts of history
 - (b) A beginning recognition of bias in the presentation of facts and ideas.
 - (c) Use of primary sources.
2. Preparation of time charts and other pictorial representation of historical events.
3. Working with others:
 - (a) Discussion skills
 - (b) Use of parliamentary procedures
 - (c) Cooperative activities

(ii) CIVICS

A. Understandings (Detailed understandings are noted in the syllabus for each class).

1. Man has developed a number of organizations in order to provide for his civic needs.
2. The effectiveness of these organizations is directly related to the degree to which each member assumes personal responsibility for their operation.
3. The institutions, organizations and procedures of a democratic form of government attach a high value to the worth, dignity and uniqueness of the individual.
4. Progress in any one segment of society, political or economic or social, directly influences progress in the other segments.
5. The constitution of our country reflects the basic values of our way of life and also outlines the rights and responsibilities of citizenship.

B. Attitudes.

1. Respect for the individual: his views, beliefs and vocation.
2. Willingness to abide by the decisions of the majority, and a respect for the views of the minority.
3. Identification with the institutions and administrative units organized to serve society, and intelligent participation in their operation.
4. Desire to work with others in the common effort to improve our way of life in a manner consistent with the provisions of our Constitution.
5. Appreciation of, and respect for, the symbols of our national unity: the Constitution, the Flag, the National Anthem, the Emblem and the national holidays.

C. Skills.

1. In working with others :
 - (a) Use of parliamentary procedures
 - (b) Discussion skills
 - (c) Proper use of the franchise.
2. Utilizing basic tools such as census lists and other simple statistical abstracts presenting information about the country and the world.

(iii) GEOGRAPHY**A. Understandings** (Detailed understandings are noted in the syllabus for each class).

1. The physical environment affects man's way of living, and man in his turn modifies his physical surroundings.
2. Differences in the physical environment are in part responsible for differences in patterns of living.
3. The application of the knowledge of science and technology has enabled man to make fuller use of his natural resources to satisfy his needs of life.
4. People living in various regions of the world are dependent upon one another in meeting their everyday needs.

B. Attitudes.

1. Respect for patterns of living other than one's own.
2. Appreciation for the value of cooperative effort at the local, national and world levels.
3. Appreciation of the different ways used by man in different physical and climatic conditions to solve his problems.

C. Skills.

1. Use of the tools of geography: flat maps, globes, atlases, models.
2. Representing geographical data through maps, sketches, models, charts.
3. Becoming acquainted with the methods of study used by the geographers.

(i) HISTORY OF INDIA

CLASS VI

I. EARLY HISTORY OF MAN

- Major Ideas :**
1. Throughout his long history, man has constantly made experiments to improve his way of living.
 2. Man today owes much to ancient man.
 3. We in India are proud of the Indus Valley Civilization and also indebted to it in several ways.

UNDERSTANDINGS

1. Life of man in very ancient times was nomadic and insecure, but he had learnt quite early how to make fire and to make crude tools to fight the wild beasts.
2. In course of time, he learnt the art of cultivation for cereals.
3. Farming made settled life possible and settled life brought better ways of life, progress in arts and development of new occupations.
4. Settled life needed a better organization of society and government and also called for the greater cooperation among the people.
5. Gradually, urban civilizations began developing in different parts of the world and soon had contacts with one another.
6. Cities were more densely populated than villages, and this gave rise to new problems, like sanitation, housing and protection.
7. The Indus Valley Civilization was one of the earliest urban civilizations and its ruins show even today the high degree of civilized life the people there had.

CONTENTS

1. Man as food-gatherer.
Nomadic life: hunting and fruit-gathering, dress, dwelling, tools, use of fire, religious beliefs, cave paintings.
2. Man takes to farming.
Change from nomadic to settled life, domestication of animals, cultivation of cereals, better tools, secure dwelling, extended use of fire, dress, use of cotton and wooll, arts, pottery, use of the wheel.
3. Man in cities.
Some famous civilizations of the ancient world, the Fertile Crescent.
The Indus Valley Civilization: religion, art, buildings, food, occupations; trade and commerce, script.

II. LIFE IN THE VEDIC AGE

Major Idea: The Vedic Aryans gave India a distinctive culture, which has later been modified by the influence of other nations and cultures.

1. The Vedic civilization was the creation of the Indo-Aryans, who spread over different parts of Asia and Europe in different times.
1. Coming of the Aryans into India: not all at one time but perhaps in successive waves.

2. The Vedic civilization is so called because our knowledge of this civilization comes chiefly from the Vedas, the earliest literature of the Aryans in India.
3. Life in the Vedic age was primarily rural and agricultural.
4. People even then had a developed social and political organization.
5. Society was patriarchal, the father being the head and most powerful member of the family.
6. The Aryans in India had their own religion, which they practised with faith and vigour.
2. The Vedas: sacred scriptures and also our main source of information of the early Aryans in India.
3. The family as the unit of society: father the head of the family; place of women; life in the village; the Clan and the Tribe.
4. Political organization: The King; the general, the priest, popular assemblies
5. Way of life: food; dress; dwelling; amusements; occupations (differentiation of functions leading to more efficient production and functioning of society).
6. Religion: worship of forces of nature; sacrifices, priests
7. Literature: the Vedas (and later, the Brahmanas and the Upanishads)

III. LIFE IN THE AGE OF MAGADHA

- Major Ideas:**
1. The smaller principalities of the older age were in this age brought together under bigger kingdoms.
 2. This age, in India and elsewhere, also saw great religious awakening, giving rise to several new religions.

UNDERSTANDINGS

1. In the struggle for political supremacy, Magadha gradually emerged as the biggest power in Northern India.
2. Life became more complex, rigid and ritualistic than in the previous age.
3. In the sixth century B.C., dissatisfaction with the prevailing form of religion gave rise to two greater religions, Jainism and Buddhism.

CONTENTS

1. Political condition. small principalities and a few republics in the beginning; gradual rise of Magadha under Bimbisara, Ajatasatru and others; Pataliputra.
2. Society: decline in the position of women; greater wealth through agriculture, trade and commerce, new occupations and industries. The four Ashramas in a man's life.
3. Literature: off-shoots of Vedic Literature; beginnings of the Epics. Panini's *Ashtadhyayi Vyakarana*.
4. Religion: emphasis on sacrifices; Mahavira and Gautama Buddha; growth of new religions; their principal tenets; religious orders.
5. Education: relation between teacher and taught; ashramas; ways of learning; different branches of learning.

IV. LIFE IN THE MAURYA AGE

- Major Ideas:**
1. Great emperors, like Chandragupta and Asoka, not only conquered new lands but governed efficiently as well.
 2. Good government brought peace, prosperity and progress

UNDERSTANDINGS

1. The Mauryas established the first empire in India and brought distant parts of the country together.
2. They also established a stable and well-organized system of administration.
3. The unique achievements of Asoka have placed him among the greatest rulers of the world.
4. The paternal but strong rule of Asoka brought peace and prosperity to his people.

CONTENT

1. Growth of the empire. Chandragupta Maurya, Seleukos Nikator with a brief mentions of Alexander; Asoka, the Kalinga War; extent of the empire
2. Asoka
 - i. spread of dharma edicts; toleration.
 - ii. his dedication to peace and service to his people, works of public utility.
 - iii. his missions to other countries.
3. The people's life in cities, growth of prosperity through trade and commerce, trade with Rome; religion, way of life.
4. Asoka architecture: pillars, caves, capitals, palaces
5. Maurya administration: general outline of imperial provincial organization; local government; revenue Kautilya's *Arthashastra*. Megasthenes' accounts

V. THE AGE OF THE SATAVAHANAS AND THE EARLY TAMILS

- Major Ideas:**
1. In quite early times, the South had developed a high culture, which contributed to the total culture of India.
 2. Even in those days, there were close contacts between North and South India.

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| <ol style="list-style-type: none"> 1. The Sangama literature of the Early Tamils is remarkable for its quantity, extent and variety. It is a vast store house of information on the life of the people. 2. During the rule of the Satavahanas, art and architecture reached great heights and trade and commerce also flourished. | <ol style="list-style-type: none"> 1. The Satavahanas: Gautamiputra Satakarni, extent of his kingdom 2. The Sangama literature in the Tamil language. 3. Religion: Buddhism and Hinduism side by side. 4. Trade and commerce. internal and foreign Trade routes. Sea ports. |
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3. Contacts with people beyond the western frontiers resulted in new styles and techniques in the arts.
5. Arts and architecture.
 - (i) Sanchi, Amaravati.
 - (ii) Sculpture. the Gandhara and the Mathura School
 - (iii) Coinage.
 - (iv) Dramatics.
6. Kanishka; Buddhism; Conquests, Charaka and Asvaghosha.
7. Life of the people, as gleaned from the Jataka stories.
8. Cities Kapisha; Takshashila; Varanasi, Ujjaini; Mathura

VI. THE AGE OF THE GUPTAS

- Major Ideas:**
1. Gupta dynasty had a succession of strong and wise rulers, who gave the empire peace and efficient government.
 2. The Gupta Age has rightly been called 'the golden age' of ancient Indian History.

UNDERSTANDINGS

1. The Guptas brought order to the disturbed conditions in the north and established a powerful empire.
2. They gave peace to the land and as a result arts, architecture, literature and science flourished

CONTENT

1. The Empire: Chandra Gupta I, Samudra Gupta and Chandra Gupta II. Conquests. Tributaries. Extent Inscriptions
2. The people. prosperity and happiness; religious toleration, varied occupations; manufacture; trade and commerce. Fa Hien.
3. Religion: Gupta rulers as Hindus but tolerant to Buddhism and Jainism.
4. Arts, literature and science.
 - (i) Art: Ajanta.
 - (ii) Architecture: Devagharh Temple.
 - (iii) Sculpture: the Buddha at Sarnath.
 - (iv) Literature: Kalidasa.
 - (v) Sciences: medicine, mathematics (zero) and astronomy.
 - (vi) Metallurgy. the Mehrauli Pillar; bronze statues of the Buddha,

VII THE AGE OF HARSHAVARDHANA

Major Idea: Harshavardhana was a strong ruler and great patron of learning and religion, but his empire did not last long after his death.

UNDERSTANDINGS

1. After the disintegration of the Gupta empire, Harshavardhana succeeded in establishing a strong empire in Northern India.
2. In his days, Pulakesin II Chalukya and Mahendravarman Pallava were also great rulers in the Deccan and the South.
3. Harsha was a great patron of literature and art and literature continued to flourish in this period also.
4. The Nalanda University had by this time acquired international fame and attracted foreign students as well.
5. Harsha left no strong successors and his empire disappeared soon after his death.

CONTENT

1. Harshavardhana: his career; extent of his empire; relations with the South; his religion.
Hieun Tsang's accounts: places visited by him; the Prayag Assembly; life of the people.
2. The dominions and the rivalries of the Chalukyas and the Pallavas.
3. Literature and art of the age: Bana; Harsha as a dramatist. Cave paintings. Mahabalipuram. Kanchipuram.
4. The University of Nalanda: a typical Indian university of the age. Other universities.

VIII. GREATER INDIA

Major Idea: From very early times Indians had been going out on seas and oceans to trade, to colonize and to spread religion and culture.

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| 1. The Far East at one time provided a rich ground for the spread of Indian culture and religion. | 1. Indian traders and missionaries: spread of Indian culture in Central Asia and the Far East. Sea-faring activities. |
| 2. Even today, traces of Indian culture can be found in several aspects of the life of the people in south-east Asia. | 2. Indian religions in Central Asia and China, Burma, Java and other places in the Far East. |
| | 3. Indian rulers in the Far East: The Sailendra Dynasty; the Champa Kingdom. |
| | 4. Literature: Buddhist literature and ancient Epics. |
| | 5. Art: Temples at Borobudur, Prambanam and Angkorvat. |

CLASS VII

I. THE RAJPUT KINGDOMS

Major Idea The Rajputs have left great traditions of chivalry and valour, but the absence of unity among them brought disasters to their power.

UNDERSTANDINGS

1. Harsha's death broke his empire up into a number of principalities, some big and some small.
2. These constantly fought against one another and this internal conflict stood in the way of their presenting a united front in times of danger
3. Mutual dissensions affected national solidarity as well.
4. Society at this time underwent several modifications as a result of the rigidity of the caste system and the incursions of foreigners.
5. The Rajputs have left great traditions of chivalry and nobility.

CONTENT

1. Rise of new kingdoms, the Pratiharas, the Rashtrakutas, the Palas. The Cholas in the South.
2. Gradual break-up, smaller principalities; Kanauj; Mewar; Gujarat; Bundelkhand, Kakatiyas; Pandyas. Constant rivalry and wars.
3. Society: a more rigid division into castes and sub-castes, foreigners absorbed into Indian society, seclusion of women
4. Art and culture
 - (i) Building of fortresses, some famous ones
 - (ii) Temple architecture: Khajuraho; Bhuvaneshwar and Konarak; Mount Abu; the Kailasa temple; Tanjore.
 - (iii) Literature: dramatists; commentators.
5. Religion: revival of Hinduism and decline of Buddhism; Sankaracharya; (later) Ramanuja.
6. Rajput chivalry: same examples.

II. THE AGE OF THE TURKISH SULTANS

- Major Ideas:**
1. The rise of Islam and its subsequent spread are important events that influenced the course of world history
 2. The Muslim conquest of India marked a new phase in India and subsequently gave rise to a composite culture.

UNDERSTANDINGS

1. Islam infused new life into the Arabs who accepted the new religion and transformed themselves into a world power
2. Power soon passed into the hands of the Turkish Muslims, who in the quest of new lands to conquer invaded India and gradually established themselves as rulers of the country.
3. The Turkish Sultans of India unified the whole of northern India and part of the south under one rule and administration.
4. Contact with Islam influenced Indian thought and practices and brought about a common cultural outlook on social customs and practices and on art
5. Muslim saints also helped to bridge the gulf between Hindus and Muslims.

CONTENT

1. Rise of Islam, Arab conquest of Sindh; Turkish invasions: Mahmud of Ghazni and Muhammad Ghori.
2. Establishment of Turkish Rule and unification of northern India: Qutubuddin Aibak, Iltutmish, Balban, Alauddin Khilji, Muhammad Tughlaq, Firoz Tughlaq.
3. Society: upper classes, Turkish and Indian; common people, Hindus and Muslims: their life and culture.
4. Art sites, tombs, mosques, minars.
5. Literature: Persian poets; Amir Khusrau. Growth of Indian languages.
6. Religion: Sufi saints Muinuddin Chisti; Nizamuddin Auliya; their impact.

III. THE BHAKTI MOVEMENT

Major Idea. The Bhakti saints of mediaeval India gave a new slant to old teachings and tried to bring Hindus and Muslims together.

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| <ol style="list-style-type: none"> 1. The Bhakti Movement preached the unity of all religions, belief in a personal God and the futility of the caste system. 2. It emphasized the essential unity and brotherhood of all men. 3. The movement indirectly helped the growth of modern Indian languages and literature. 4. Bhakti saints and sufis helped in the development of a common culture. | <ol style="list-style-type: none"> 1. Early beginnings. Ramananda. 2. Religious reformers: Chaitanya, Kabir, Nanak; their teachings. 3. Contribution of the Bhakti leaders to the growth of a common culture. 4. Growth of modern Indian languages and literature: Hindi, Urdu, Bengali, Marathi, Tamil. Need for spreading the teachings among the common people. |
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IV. THE SOUTH

Major Idea: Islam and Muslim rule penetrated into South India after some time and brought about the same types of changes as in North India.

UNDERSTANDINGS

1. The Vijayanagar and Bahmani kingdoms wielded great power in the south and often fought with each other.
2. Both were patrons of art and literature and helped cultural developments.
3. The Vijayanagar kingdom was extremely rich and had trade relations with foreign countries.
4. The Bahamanids and their successors patronized learning, and the Urdu literature enjoyed their special patronage.
5. The traditions of temple architecture got renewed impetus under the Vijayanagar rulers.

CONTENT

1. Rise of the Vijayanagar and Bahmani kingdoms: extent.
2. Wealth of the two kingdoms. Administration under important rulers. Trade Foreign visitors.
3. Break-up of the Bahamani Kingdom. Fall of Vijayanagar.
4. Literature: Deccani Urdu; Marathi; Kannada.
5. Architecture in the South: Temples; Mosques.

V. THE GREAT MUGHALS

Major Ideas:

1. The Mughal dynasty in India had six able rulers in succession, who gave the country peace and a stable administration.
2. These rulers helped the development of a common culture in the country.
3. Under court patronage, art and literature flourished during this period.

1. The Mughals united almost the whole of India into a single political unit.
2. An efficient system of administration stabilized the empire, thus promoting a sense of unity.

1. The great Mughals: Babar, Humayun, (Sher Shah, a forerunner of Akbar), Akbar, Jahangir, Shahjahan, Aurangzeb. Establishment of an all-India empire; political unification of India.
2. Administration: army; mansabdars; revenue; justice.

UNDERSTANDINGS

- 3 Under the Mughals, some Hindus were also appointed to high positions of responsibility.
4. Under the Mughals the cultural synthesis reached a great height.
5. The patronage of the rulers helped art, literature and architecture to rise a position of eminence.

CONTENT

3. Literature: Persian, Hindi and other regional languages.
- 4 Art and Painting. Architecture: famous buildings.
5. Religion. Akbar's religious tolerance.
6. Foreign travellers.

VI. DECLINE OF THE MUGHAL EMPIRE

- Major Ideas**
1. The Mughal empire gradually declined chiefly for want of able rulers, as has been the case with many earlier empires in India.
 - 2 The absence of a strong central power led to rebellions, gave rise to small independent kingdoms, encouraged foreign invaders which led to the establishment of British Rule in India.

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| <ol style="list-style-type: none"> 1. The administrative breakdown under the later Mughals led to the establishment of independent kingdoms. 2. The period of the decline of the Mughal empire was one of political disunity, leading to foreign invasions. 3. The emergence of many independent states helped in the growth of regional cultures. | <ol style="list-style-type: none"> 1. Weakening of the central authority and administration: weak rulers; wars of succession; factions at the court. 2. Rise of the Marathas: Shivaji; Balaji Baji Rao I; Maratha Administration. Sikhs and Jats. 3. Rise of independent and semi-independent states: Bengal, Oudh and Deccan. 4. Foreign invasions: Nadir Shah; Ahmad Shah Durrani. |
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CLASS VIII

I. THE COMING OF THE EUROPEANS

- Major Ideas:**
1. The desire for trade led several European nations to start on hazardous voyages and, ultimately, to discover new lands and routes.
 2. Where several nations settled, there were conflicts and bloody wars.
 3. The desire for better trade conditions resulted in the conquests of the lands which had attracted them for trade and commerce.

UNDERSTANDINGS

CONTENT

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| 1. Political conditions in eastern Europe demanded the discovery of a new sea-route to India, for Indian goods had become a necessity in Europe. | 1. Trade routes of the middle ages: articles of trade; motives for exploration. |
| 2. The profitable Indian trade led to the establishment of companies in many European countries, which soon started competing with one another. | 2. Early voyages of discovery: Columbus; Diaz; Vasco da Gama; Magellan. |
| 3. In the course of this competition, European companies started seeking support from the Indian princes, who had grown up out of the ruins of the Mughal empire, and interfering in their affairs. | 3. The Portuguese in India. |
| 4. In the struggle for supremacy, the English finally defeated the French and emerged as the strongest European power in India. | 4. Other European companies: Dutch, Danish, English and French. Competition and rivalry. |
| | 5. Anglo-French conflicts in south. Wandiwash. |
| | 6. The English in Bengal. Plassey. Baxar. The Treaty of Allahabad. |

II. ESTABLISHMENT OF BRITISH DOMINION IN INDIA (1757-1856)

- Major Ideas:**
1. Absence of political unity in India helped the rapid establishment of British Rule in India.
 2. British rule in India had its blessings as well as evils for Indians.
 3. Contact with western ideas brought about lasting changes in the society and in the outlook of the people.

UNDERSTANDINGS

1. The policy of the British in India led within a 100 years to the conquest of a large portion of India and to their emergence as the single ruling power
2. The British gradually introduced a uniform administrative and judicial system in their dominion.
3. They also introduced some social and educational reforms as also modern means of communications

CONTENT

1. Growth of the Empire up to 1856. Relations with Oudh, Mysore, Nizam, the Rajput states, the Marathas and the Punjab; Subsidiary Alliance; Doctrine of Lapse.
2. British administrative system The regulating Act, Pitt's India Act; Permanent settlement, Ryotwari System; Judicial reforms. Indians and the services.
3. Social and religious reforms, ban on *sati*; Raja Ram Mohan Roy; the Brahmo Samaj, influence of Christian Missions and western ideas
4. Introduction of railways; telegraph, steamships
5. Life of the people: economic impoverishment, decline of indigenous trade and industry; absence of equality in the eyes of the law

III. THE REVOLT OF 1857

- Major Ideas:**
1. The Revolt of 1857, which was also the First War of Indian Independence, was by far the most widespread challenge so far against British Rule.
 2. The failure of the Revolt to reach its goal had far-reaching consequences in the political sphere.

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| <ol style="list-style-type: none"> 1. The political policy of the British Government had created great discontent among the rulers who had been dispossessed of their titles and territories 2. The innovations recently brought about and the social reforms were interpreted as an attempt to impose a new religion upon the people. 3. The economic policy of the Government had ruined many indigenous industries and led to the impoverishment of the people. 4. The revolt of 1857 acted as a great unifying force, because those who took part in it belonged to all regions. 5. The failure of the revolt had far-reaching consequences, especially in the political sphere. | <ol style="list-style-type: none"> 1. Causes leading to discontent: <ol style="list-style-type: none"> (i) political (ii) social (iii) economic (iv) religious 2. Main events of the Revolt Its leaders and centres. 3. Consequences: end of the Company's rule The Queen's Proclamation. |
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IV. THE INDIAN RE-AWAKENING OF THE NINETEENTH-TWENTIETH CENTURIES

- Major Ideas:**
1. Contact with western ideas brought a new spirit to the educated minds of India and turned their attention to evils in society and religion
 2. This also led to great developments in art and literature.

UNDERSTANDINGS

1. The new awakening turned the minds of the thinking and the educated people of India to the backwardness of Indian society and to the immediate need of social reform.
2. The introduction and development of English education opened Indian minds to new ideas and resulted in great developments in art, culture and literature as well.

CONTENT

1. Reforms in the 19th century: abolition of *sati*, prevention of infanticide; widow remarriage; suppression of *thagi*; education of women. The Brahmo Samaj; the Arya Samaj, the Ramakrishna Mission Muslim movement.
2. Administrative developments (1858-1920). India's neighbours and the British Empire.
3. Introduction of English education: Macaulay, Raja Ram Mohan Roy; establishment of colleges and universities
4. Development of art, literature and science, modern Indian languages and literature. Revival of ancient schools of painting. Interest and researches in Ancient Indian history, literature and culture, Indian Archaeology.

V. THE NATIONALIST MOVEMENT UPTO 1919

- Major Ideas:**
1. Contact with western ideas of liberty and self-government and the emerging unity of India through a common administrative system and a common language created in educated minds and urge for political freedom.
 2. The earlier political movements laid emphasis on social and economic regeneration as well.
 3. Under Mahatma Gandhi's leadership, the tone of the Freedom Movement underwent a complete change

1. The foundation of the Indian National Congress in 1885 was the expression of an idea growing in the minds of educated people for some time past.

1. Discontent against British rule, little participation in the government of the country; families, Vernacular Press Act.

UNDERSTANDINGS

- The Congress provided a common platform for the ventilation of political grievances.
3. In the early days of the Congress, the leaders believed in asking the British Government for more and more political power.
 4. The Partition of Bengal in 1905 brought a new tone to the Congress.
 5. Mahatma Gandhi made the Freedom Movement a movement of the masses, who carried on a peaceful, non-violent struggle against the Government.
 6. The movement was now not only a popular but also an all-India movement, which attracted people from all parts of the country, from all social classes and from all religions.
 7. Mahatma Gandhi was also equally concerned with predominant social evils, e.g., untouchability and seclusion of women.
 8. Through her non-violent struggle India ultimately won Independence in 1947.

CONTENT

2. Birth of the Indian National Congress: Hume, Surendranath Banerjea.
3. Developments upto 1919; Partition of Bengal, the Swadeshi Movement, the Home Rule Movement.
4. Mahatma Gandhi in India. The Non-cooperation and the Khilafat Movement.
5. The Government and the Movement. Repression. the Jalianwala Bagh Act of 1919 The Simon Commission.
6. The Civil Disobedience Movement. Salt Satyagraha Dandi March.
7. Round Table Conferences. Act of 1935. Ministers in Provinces.
8. World War II. The 'Quit India' Movement. Netaji and I.N.A.
9. Advent of Independence. August 15, 1947. Some leaders of the Freedom Movement.

VI. INDIA AFTER INDEPENDENCE

Major Ideas: Independence brought to India very serious problems, but with unbounded zeal and faith in the future we have set about building a new India.

1. Indian Independence also created Pakistan, and the Partition gave rise to many difficult problems.
2. Independent India brought about an integrated country by abolishing princely states.
3. Independent India was faced with several political problems, some of which have yet to be solved.
1. Refugees and their rehabilitation.
2. Integration of princely states.
3. The Constitution of India
4. Political problems: Hyderabad; Portuguese possessions; Kashmir, the Chinese Aggression. India's political achievements.
5. India's determination to safeguard the country's integrity. Stand against Pakistani and Chinese aggression.

VI SOME UNITS FOR RECAPITULATION

The Units included here are intended to give the pupils at the end of class VIII a synthetic picture of some important aspects of India's society and culture and of the process of change and evolution that has made society and culture as we find them today. What is really intended is not so much detailed information but a consolidation of part of the information gained in the earlier classes with a view to making it appear an organic whole. The value of these topics lies in the review, re-grouping and consolidation of old knowledge.

A. RELIGION THROUGH THE AGES

- Major Ideas:**
1. Hinduism, which is the predominant religion of India, has survived through the ages by bringing about a continual synthesis of its own beliefs and of ideas coming from outside.
 2. Reformist movements in religion do generally start when existing religious practices become stale, formal and lifeless.

UNDERSTANDINGS

1. In spite of varieties within it, Hinduism has many common features to distinguish it from the others.
2. Religious toleration has been the keynote of Indian religious life and belief.

CONTENT

1. Religion of the Indus Valley People.
2. Religion of the Vedic Aryans.
3. Jainism and Buddhism.
4. Hindu sects. Foreign converts to Indian religions. The Sakas, the Kushans, the Huns.
5. Revival under Shankaracharya. Decline of Buddhism.
6. Impact of Islam. The Bhakti Movement. Hindu saints and Muslim Sufis. Akbar.
7. Impact of Christianity: reform movements of the 19th century.

B. POLITICAL ORGANIZATION THROUGH THE AGES

Major Ideas. Local self-governing institutions were always there in India and had wide social and judicial powers.

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| <ol style="list-style-type: none"> 1. Even in very early times, India had some traditions of popular voice in the government of the country. 2. The famous emperors of India gave the country a stable administration and were on the whole mindful of the welfare of their subjects. | <ol style="list-style-type: none"> 1. Early monarchies. small; the <i>sabha</i> and the <i>samiti</i> of the Vedic age; the democracies of the Buddhist times. 2. Emperors, ancient and medieval; unity in administration; welfare of the people. |
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UNDERSTANDINGS

3. The British policy was to grant self-government by stages, which did not satisfy the Indian people
4. The Indian Government today wants to revive the Panchayats and give them wide powers.

CONTENT

3. India under the British: Rise of Constitutionalism. Acts of 1861 and 1892. Reforms of 1909, 1919 and 1935. The Nationalist Movement and its impact.
4. Local self-government: ancient panchayats, Ripon's reforms; Gaon Panchayats in modern times.

C THE CASTE SYSTEM THROUGH THE AGES

Major Ideas Independent India aims at establishing a society where caste is neither a qualification nor a disqualification.

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| <ol style="list-style-type: none"> 1. Like other social institutions, the caste system which was born of a peculiar social necessity later lost much of its original purpose 2. In its rigid form, it prevented the development of new ideas in society and kept it backward 3. Revolt against the caste system is old, but it has successfully broken many barriers only in modern times under the leadership of Mahatma Gandhi. 4. Education and industrialization have weakened the caste barriers | <ol style="list-style-type: none"> 1. Origin of the caste system. Its early flexibility. 2. Later rigidity: birth as the determinant of caste; sub-castes; restrictions on inter-dining and inter-marriage. 3. Medieval Reformers: disregard of caste 4. Modern times: Mahatma Gandhi and untouchability. Role of reforming institutions Effects. 5. Life in big cities and industrialization, effects on caste. 6. India's ideal of a casteless society. |
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D TRANSPORT AND COMMUNICATION THROUGH THE AGES

Major Ideas:

1. Necessities of trade and administration have always led to the growth and development of roads in all ages.
2. Even in ancient times Indians were a sea-faring nation and visited distant lands for commerce and colonization.

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| <ol style="list-style-type: none"> 1. Some rulers in India were very mindful of improving roads and means of communication. 2. The sea-faring activities of ancient Indians encouraged them to found colonies in south-east Asia and to carry on an extensive trade. | <ol style="list-style-type: none"> 1. Ancient roads, trade-routes and terminuses. Jatakas. 2. Their gradual development in stages. Asoka. Sher Shah Dalhousie. Modern Trunk Roads. Railways. |
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UNDERSTANDINGS

3. Modern developments in transport and communication have brought the different parts of India closer.

CONTENT

- 3 Sea-routes. Ancient Indian traders; ships; sea-ports. Trade with other countries. Marathas. Europeans. Steam-ships.
4. Modern developments: air-travel; routes; important air-ports.
5. The Post Office: old methods of sending letters; *dak* by stages. Dalhousie; uniform postage.
6. Telegraph and telephone services.

E. INDUSTRIES THROUGH THE AGES

- Major Ideas:**
1. Indian handicrafts have always been a prized commodity in other countries.
 2. Independent India seeks to develop both heavy and cottage industries.

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| <ol style="list-style-type: none"> 1 In ancient and medieval times, Indian industrial products were prized in foreign markets, which testifies to their quality. 2. Guilds in India, as elsewhere, restricted the expansion of industries, but were jealous of the quality of the goods. 3. Indian industries, declined in the 18th and 19th centuries because of many causes 4. This decline affected the self-sufficient life of the villages also. 5. Independent India is anxious to make up for her industrial backwardness. | <ol style="list-style-type: none"> 1. Ancient industries: archaeological evidence from the Indus Valley and literary evidence from the Vedas and the Jatakas. 2. Castes and vocations. Guilds (<i>shrenis</i>). 3. Medieval workmanship: pottery, textiles, weaving, wood-work, metal work. 4. Decline of Indian industries: hand versus machine; foreign competition; the policy of the British Government. 5. Modern Industrialization: Factories; its effects. |
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F. ART AND ARCHITECTURE THROUGH THE AGES

- Major Ideas:**
1. One of the glories of Indian culture is the monuments of the country, ancient and medieval.
 2. These monuments are things to be proud of and it is our duty to do everything to preserve them.

UNDERSTANDINGS

1. Through the ages, India has maintained a high degree of skill in art and architecture.
2. This has been so, for India always accepted improvements from outside and made them her own

CONTENT

1. Architecture: Famous buildings in different ages. The northern and southern styles of temples. Building material. Decorative motifs. Blending of Islamic and modern styles.
2. Paintings Cave paintings of ancient times. Later schools of painting: Rajput, Mughal, Kangra. Modern painting.
3. Sculpture of ancient India: Indigenous sculpture Foreign influences; Asokan sculpture; the Gandhara School. The Gupta School as the height of excellence. Medieval temple sculpture at Khajuraho, in Orissa and in other places.



(ii) CIVICS

CLASS VI

1 LOCAL SELF-GOVERNMENT

- Major Ideas:**
1. Local problems are best understood, and solved, by local people.
 2. Local problems are best solved when the local people themselves or their representative strive for their solution.

UNDERSTANDINGS

CONTENT

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| <ol style="list-style-type: none">1. Many local problems have come down to us from old times.2. These problems can best be solved if people combine and cooperate to find a solution.3. Local self-governing bodies are the basic administrative units through which the people can solve their local problems.4. The effective functioning of these bodies depends upon the degree to which each person assumes responsibility for their proper functioning. | <ol style="list-style-type: none">1. Need for self-governing bodies. solution of local problems, like health, sanitation, education and recreation. Special problems of rural and urban areas2. Local self-governing institutions<ol style="list-style-type: none">(a) In rural areas: Gram Panchayat, Zila Parishad/District Board.(b) In urban areas: Municipality; Corporation.3. The structure and functions of local self-governing institutions sources of income; elections; democracy at the grass root level.4. The relationship between local self-governing institutions and local government.5. The duties of the people to help these institutions wise choice of representatives; cooperation; paying taxes; taking and sharing responsibilities; caring for public property. |
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II. COMMUNITY DEVELOPMENT

- Major Ideas** People solve their problems better by pooling their resources and working in cooperation with one another.

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| <ol style="list-style-type: none">1. Community development schemes seek to initiate improvement in the social and economic life of the people, especially in the villages. | <ol style="list-style-type: none">1. Community Development schemes: brief description, programmes for social and economic development; working of Community Development Blocks; officers and functions; methods; panchayats and panchayat samitis. |
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UNDERSTANDINGS

2. Through combined effort and enterprise, cooperatives make possible such achievements as are beyond the capacity of an individual.
3. Community thinking and collective action are encouraged through people's institutions like cooperative societies and *Vikas mandals*.
4. The Cooperative movement aims at developing self-reliance in the individual and initiative in the community.

CONTENT

2. Cooperatives.
 - (a) Organization and functions.
 - (b) Field of Activities: Agriculture; health; social welfare; improvement of livestock
 - (c) Some important types of cooperatives. agriculture credit societies, cooperative marketing societies; cooperative consumers' stores.
 - (d) School cooperative stores

III. PRESERVATION OF PUBLIC PROPERTY

Major Ideas. The money spent on public property is money paid by the people.

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| <ol style="list-style-type: none"> 1. Public property belongs to us all and is meant for the convenience of all. 2. Misuse and destruction of public property is ultimately our own loss. 3. Public property is best preserved if all cooperate to preserve it. 4. We should make proper and maximum use of public property. 5. Historical monuments are evidences of our heritage and part of our national wealth. | <ol style="list-style-type: none"> 1. Public property in the locality <ol style="list-style-type: none"> (a) School, library; hospital; park; museum. (b) Historical monuments. 2. Their utility to the people, facilities; comfort; education; recreation 3. Need for their preservation public money spent; loss to all if not used properly. 4. Care of historical monuments: historical evidence; national wealth, a special department for their preservation. |
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CLASS VII

I. THE CONSTITUTION OF INDIA

- Major Ideas
1. The supreme power in the Indian Republic rests with the people who elect their representatives to govern themselves.
 2. Rights and duties go together, what is one man's right to another man's duty
 3. A good citizen is as willing to discharge his responsibilities as he is eager to enjoy his privileges.

UNDERSTANDINGS

CONTENT

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| <ol style="list-style-type: none">1. After Independence we have given ourselves a Constitution.2. Our Constitution gives the sovereign authority to the people and holds that the government exists only for the welfare of the people.3. Rights which are fundamental to good living are guaranteed by the Constitution.4. Observance of civic duties results in happier life for everybody.5. National symbols signify national unity, freedom and ideals. | <ol style="list-style-type: none">1. The Constitution of India Constituent Assembly; India, a Sovereign Democratic Republic.2. Salient Features of the Constitution:<ol style="list-style-type: none">(a) Preamble: Justice, Liberty, Equality and Religious Freedom. India, a secular state.(b) Federation. Union and the States.(c) Single citizenship for the country.(d) Important Fundamental Rights:<ul style="list-style-type: none">Right to equalityRight to freedom of speechRight to assembly, worship and movementRight to propertyRight to redress through a court.3. Indian citizenship:<ol style="list-style-type: none">(a) how acquired and how lost.(b) political rights: franchise; right to seek election.(c) duties: to obey laws; to pay taxes; to vote wisely, to serve the country in peace and in war.4. our National Symbols:<ol style="list-style-type: none">(a) The National Flag: history; significance of the colours and the <i>chakra</i>.(b) The National Anthem: history and meaning.(c) The National Emblem: history and legend. |
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II. ORGANIZATION OF CENTRAL GOVERNMENT

- Major Ideas**
1. The Indian Constitution provides for a democratic form of Government at all the three levels – local, State and national.
 2. Our Government derives its power from the will and the consent of the people.

UNDERSTANDINGS

1. Ours is a parliamentary form of government and the real power is vested in Parliament, which is a body of our elected representatives.
2. The democratic form of government seeks a diversification of powers and functions through its organs.
3. The President is the elected Head of our Union.
4. As the Prime Minister and the other ministers are members of Parliament, the Executive functions according to the wishes of Parliament.
5. The Supreme Court is the guardian of the Constitution and safeguards the Fundamental Rights of the people.

CONTENT

1. Organs of the Government. Legislative; Executive, Judiciary.
2. The Union Parliament: the Rajya Sabha and the Lok Sabha Membership, term; election; functions.
Parliamentary procedures. Important parliamentary terms
3. The Union Executive.
 - i. The President: election; term of office, powers.
 - ii The Vice-President: election, term of office; functions.
 - iii. The Cabinet composition: appointment, powers and functions Position of the Prime Minister. Collective and individual responsibility of the members of the Cabinet.
 - iv. Other Ministers.
4. The Union Judiciary The Supreme Court as the highest court of justice and the highest interpreter of Law and the Constitution.

The Chief Justice of India and other Judges: appointment, term of office; functions.

III. ORGANIZATION OF STATE GOVERNMENTS

- Major Ideas.**
1. The powers and functions of the Union Government and the State Governments are clearly defined in the Constitution.
 2. There is a great similarity between the organization of the Union Government and State Governments.

UNDERSTANDINGS

1. As an arm of the Union Government, State Governments carry out national functions and assume responsibility for national policies and projects.
2. In spheres other than national, the policies of the State are formulated by the State Legislature.
3. The State Executive functions in accordance with the wishes of the Legislature.
4. The state Judiciary is a part of the single judiciary system provided for the whole country.

CONTENT

1. Organization of State Governments: Legislature; Executive; Judiciary.
2. The State Legislature; the Vidhan Sabha and the Vidhan Parishad. Composition (one or two Houses); membership; term; election; functions.
3. The State Executive:
 - i. Governor: the Head of the State; term of office; powers.
 - ii. Council of Ministers: the Chief Minister and other Ministers; appointment, term of office; powers; collective and individual responsibility; relationship with the Legislature.
4. The State Judiciary:
 - i. High Court. The Chief Justice and other Judges: appointment, term of office, functions.
 - ii. Subordinate Courts; District and other courts, appointment; types of functions; relationship with the High Court.



Class VIII

1. PROBLEMS OF FREE INDIA

- Major Ideas:**
1. A democracy can function successfully only when all its citizens cooperate intelligently in its functioning.
 2. The economic prosperity of the country depends upon the efforts of the people to develop and utilize the resources in an intelligent, planned manner.
 3. Social development is as necessary for good life as economic prosperity.
 4. National defence is the responsibility of every citizen of the Nation.

A. PROBLEMS OF DEMOCRACY

| UNDERSTANDINGS | CONTENT |
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| 1. The problems of democracy need to be speedily solved so that we may enjoy the full benefits of our democratic government. | 1. Some qualities of citizenship in a democracy; wide information, critical judgement, balanced opinion; wise use of the vote. |
| 2. As citizens in a democracy, we need to understand these problems and help in solving them. | 2. The problem of illiteracy in India, its consequences. |
| 3. Illiteracy is a great obstacle in the way of democracy and calls for an extensive development of educational facilities. | 3. Measures to fight illiteracy (i) Government efforts: compulsory primary education; adult education; education of women; radio programmes; literature for neo-literates; libraries. (ii) Voluntary efforts: evening and night classes; libraries and reading rooms. |

B. PROBLEMS OF SOCIAL AND ECONOMIC RECONSTRUCTION

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| 1. India faces today a number of social and economic problems. | 1. Some outstanding social and economic problems |
| 2. Planning can affect a quick improvement in the standard of living and also in the social order. | (a) Poverty: <i>per capita</i> income; unequal distribution of wealth; |

UNDERSTANDINGS

3. The success of development programmes depends upon the hard work and cooperation of the citizens themselves.

CONTENT

- (b) Population: latest census figures; rate of increase, effect on national wealth and its distribution.
- (c) Casteism: linguistic differences; superstition.
2. Our Five-year Plans for the improvement of
 - (a) **Agriculture**: greater irrigation facilities, scientific methods of cultivation; fertilizers; consolidation of holdings, land reclamation, cooperatives for better seeds, marketing, agricultural credit, etc.
 - (b) **Industries**: heavy and small-scale industries; cottage industries; cooperatives and the development of handicrafts.
 - (c) **Social life**: legislation for the removal of untouchability and begging; programmes for social education and the improvement of health and sanitation.
 - (d) **Rural life**: problems of rural life; panchayats—election and functions; community development programmes; cooperatives. Higher types of cooperative organization, e.g., district and central banks, district and State cooperative unions. Administration of cooperatives in the district and the State.

C. PROBLEMS OF DEFENCE

1. A strong defence is vital for the country's freedom.
2. National security is essential for the peace and prosperity of a free country.

1. Our borders: danger from neighbours.
2. Armed Forces.
3. Duties of a citizen in an emergency

II. INDIA AND THE WORLD

- Major Ideas:**
1. Peace and Co-existence are essential today for the good of the whole world.
 2. India's policy with other countries is based on her faith in Peace and Co-existence.

UNDERSTANDINGS

1. Faster means of transport have brought the different parts of the world nearer to one another.
2. World peace rests today on the mutual understanding and cooperation of all nations
3. The United Nations as an international organization is meant for the peaceful settlement of disputes between countries.
4. India believes in the usefulness of the United Nations and takes her full share in its activities.
5. As an independent country, India maintains trade and diplomatic relations with other countries.

CONTENT

1. The world today as a family of Nations, each with a distinct culture and at a different stage of development. Its shrinking nature and growing interdependence.
2. Need for cooperation: co-existence.
3. The United Nations. organization and general functions; its achievements in political and other fields. Other Principal agencies: UNESCO, WHO, UNICEF.
4. India's Foreign Policy:
 - (a) Policy of Non-alignment; friendship with all.
 - (b) India as a member of the U.N.
 - (c) India's determination to fight aggression.
 - (d) Trade and diplomatic relations with other countries.



(iii) GEOGRAPHY OF THE WORLD

ORGANIZATION OF THE SYLLABUS

As has been said above, the suggested Social Studies programme for this stage proposes the geography of the world as an independent branch of the syllabus. This part of the syllabus as given below includes the study of the:

- (i) Broad principles of physical geography,
- (ii) Geography of the Continents, and
- (iii) Geography of India in detail.

The principles of physical geography are basic to the study. The many terms that occur over and over again in geography have to be grasped and the concepts behind them clearly comprehended so that they form the foundations of geographical understanding. The syllabus given below follows development approach. Instead of taking all topics together and teaching them in one class, they have been distributed over the three classes, graded in the order of difficulty and complexity.

The age and the attainments of the pupils at this stage and the use that the majority of them would make of geography in later life preclude the study of world geography in terms of regions alone. The syllabus thus suggests the study in terms of contents, wherein regions can play their important role in the understanding of the nature of the geography of every continent.

The study of the geography of the world therefore centres round

- (a) location, size and shape
- (b) physical feature and drainage
- (c) climate
- (d) vegetation
- (e) population
- (f) economic resources, agriculture, forests, minerals
- (g) Economic development, industries and trade
- (h) transport and communications
- (i) political divisions

The class-wise distribution of the continents as followed here needs some explanation. Before pupils reach class VI, they will have studied India in some broad detail and known the salient features of the geography of their land. The study of Asia has, therefore, been suggested for class VI and that of India deferred till the end of the stage. The reason behind this deferment is that only then would it be possible to go into the geography of India in that necessary detail which can form the solid background of knowledge against which the pupils of today can discharge in the future their allotted functions as well-informed citizens of the country.

With the studies of Asia and India thus fixed respectively for class VI and class VIII, the other continents fall into their places. When class VIII is reached, pupils will have been familiar with the more important geographical terms and concepts. It is here that the study of Europe and its relations with India can be most apparent.

Although not expressly mentioned in the syllabus as a separate item, practical geography in the shape of map work is to receive in every class the emphasis it deserves. It can best be done by correlating physical geography with regional geography with examples taken from the continents under study.

The general organization of the syllabus is thus as follows

Class VI.

A. Physical Geography

1. The Earth as a member of the solar system; its shape and size.
2. Rotation, the phenomenon of day and nights.
3. Revolution, seasons.
4. Latitudes and Longitudes; local and standard time.
5. The Atmosphere; its nature, extent and composition.
6. Land and Water: their general distribution.
7. Major Land-forms. mountains, plateaux and plains.

B. Geography of Asia.

C. Geography of Africa.

Class VII.

A. Physical Geography.

1. Air temperature. isotherms. Horizontal distribution of temperature.
2. Moisture in the atmosphere: the phenomenon of condensation and precipitation.
3. Land-breeze and sea-breeze.
4. Crust of the Earth. Rocks and their types. Volcanoes. Earthquakes.
5. Ocean tides and currents.

B. Geography of Australia.

C. Geography of North America.

D. Geography of South America.

Class VII.

A. Physical Geography.

1. Air pressure and circulation: isobars. Cyclones and anti-cyclones.
2. Planetary winds.
3. Factors of Climate. Major climatic regions of the world.
4. Some typical phenomena related to weather. dew, mist, fog and hail.
5. General process of the Earth's sculpture. External and internal factors of change, *e.g.*, rivers, wind, underground water, glaciers.

B. Geography of Europe.

C. Geography of India.

The Study of the Continents

The Earth's surface is characterized by a wide variety of physical features and cultural patterns of human life, which also have a number of similarities. The study of Geography should, therefore, be able to develop in pupils an understanding of a number of basic generalizations which arise out of the variety as well as the similarity. These generalizations which naturally hold true of every continent are given below, important specific understandings related to particular continents having been detailed when the study of the continent begins.

These generalizations are

1. The location, size and extent of each continent exert distinctive effects upon its development. The location influences the economic, cultural and political relations, and the size and extent determine the variations in climate, land-forms and natural resources.
2. Climate is the basic element of the natural environment which affects the life of man in that area and also its land-form, soil, hydrology and vegetation.
3. The cover of natural vegetation is another important element which gives character to a region in a continent.
4. Soil as the medium of plant growth is an essential resource of the Earth upon which man is largely dependent for food, clothing and other necessities of life.
5. The distribution of population, the activities of man and the different ways in which man adapts himself are greatly influenced by the land-form of the region and its climate, soil and natural resources.
6. The development of an area is intimately related to its water resources.
7. The mineral resources which form a highly significant element of the natural environment differ greatly from continent to continent.
8. Agricultural resources depend very largely upon climate, soil and land-forms, all three uniting in varying combinations to direct the type, extent and intensity of the agricultural production in an area.
9. Industrial development depends to a great extent upon a combination of available raw materials, human and power resources and means of transportation.
10. Modern means of transport and communication is bringing about an increasing inter-dependence of the different parts of the world on one another.
11. With the growing knowledge of science and technology man has been playing an increasingly important role in modifying his environment.
12. The economic development of a region is also related to the stage of technological development of its inhabitants.



CLASS VI

A. PHYSICAL GEOGRAPHY

| UNDERSTANDINGS | CONTENT |
|--|---|
| 1. The Earth on which we live is a member of the solar system and like the other members of this system is a sphere. | 1. The earth as a planet: the earth in space; the solar system; moon a satellite of the earth; shape and size of the earth, proofs regarding its spherical shape, idea of axis and inclination. |
| 2. The Earth rotates on an imaginary axis from west to east, which causes day and night. | 2. The Earth and its motions. (a) Rotation. day and night. (b) Revolution: (i) varying lengths of day and night; (ii) seasons: (iii) time taken by the Earth to go round the sun. |
| 3. The Earth also revolves round the sun, which is responsible for the occurrence of different seasons. | 3. The Earth as a globe ? parallels of latitude and meridians of longitude, equator; North and South; Poles methods of locating places on the globe, local Time, Standard time; Greenwich Time; Indian Standard Time; $82\frac{1}{2}^{\circ}$ East. |
| 4. The Earth is made up of land masses called continents and water bodies called oceans. | 4. The face of the earth. Earth covered by land and water; about three-fourths of the area under water. Continents. North America, South America, Asia, Europe, Africa and Australia. Antarctica. Oceans: Pacific; Atlantic, Indian, Arctic and Southern. Major land-forms: mountains, hills, plateaux, plains and valleys. |
| 5. The globe is a very small model of the earth showing land and water masses. Any place on the Earth can be located on the globe with the help of latitudes and longitudes. | 5. The Nature of Atmosphere; outer gaseous envelope of the earth; its composition. |
| 6. The Earth is enveloped by Atmosphere. | |

B. ASIA

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| 1. Asia is part of the biggest land-mass in the world, and also the largest continent. | 1. (a) Location, size and shape: position on the globe; the biggest land-mass in the world covering in extent one-third of the earth's land surface, extent in latitudes and longitudes. |
| 2. Built around a mountain-core, Asia presents physical contrasts of great magnitude. | |

UNDERSTANDINGS

3. Owing to its vast expanse and varied physical features, the climate of Asia is varied and subject to marked seasonal changes.
4. The vegetation cover in Asia shows great diversities resulting from the surface-configuration and climate.
5. Though Asia is rich in natural resources, they are very unevenly distributed and developed.
6. Asia supports more than half the world's population, most of which is concentrated in the fertile valleys of southern and eastern Asia.
7. The physical configuration and the climate of Asia have very greatly influenced human settlements and the general life of the people.
8. Asia is, in more ways than one, a continent of extremes.
9. Large parts of Asia are agriculturally unproductive.
10. Agriculture in Asia for the most part is intensive and old-fashioned.
11. Industrially, Asia is a developing continent

CONTENT

- (b) Countries of Asia. their names and location on the map.
2. Physical features in terms of natural divisions.
 - (a) The northern Lowlands of triangular shape and bounded on the north by the Arctic Ocean.
 - (b) The Central Mountainous Region: mountains and highlands forming a triangle in the heart of the continent, with the Pamir and Armenian knots as centres.
 - (c) The Southern Plateaux : geologically very old, the plateaux of Arabia, South India and Indo-China.
 - (d) The Great River-valleys plains of the Tigris-Euphrates, the Indo-Gangetic valleys; the Mekong; the Yantsekian-Irwangho; and Irrawaddy.
3. Climate
 - (a) Factors affecting the climate of Asia: latitude; altitude; distance from the sea. alignment of relief; direction of prevailing winds.
 - (b) Major climatic types:
 - (i) Equatorial
 - (ii) Monsoon
 - (iii) Desert
 - (iv) Continental.
4. Types of natural vegetation.
 - (a) Hot-wet evergreen forests
 - (b) Monsoon forests
 - (c) Grasslands
 - (d) Coniferous tree.
5. Population: about 200 crore people, more than one-half of the world's population; distribution uneven; concentrations in the monsoon lands and the fertile river valleys of southern and eastern Asia
6. Economic Resources:
 - (a) Agriculture:
 - (i) Food Crops: wheat, rice, millets.

UNDERSTANDINGS

CONTENT

- (ii) Cash Crops: jute, sugarcane, cotton, tea
- (iii) Characteristics: intensive cultivation; importance of manual labour; small holdings; traditional methods.
- (b) Forests: an important resource
Types of forests and their distribution. Rubber, bamboo, timber.
- (c) Minerals: iron ore, coal, oil, manganese, mica, tin. Their distribution.
- 7. Means of transport. more important roads, railways, airways and Inland navigation
- 8. Trade and commerce: important items of import and export
- 9. Some important geographical facts related to the following countries:
Pakistan; Burma, Ceylon; Malaya-sia; Indonesia; Japan; China; Iran; Afghanistan.

C. AFRICA

- 1. Africa is the second biggest land-mass in the world, next to Asia.
- 2. The surface of Africa is remarkably regular being mostly a high rolling table-land coming right up to the coast.
- 3. The exploration of the interior of the continent was not possible till recent times
- 4. Vegetation types and growth change more with the rainfall than with the temperature
- 5. Africa is sparsely populated with very few concentrations of population.
- 6. Very large tracts of Africa are unsuitable for agriculture.
- 7. Africa is rich in natural resources which await development.
- 8. Transport in Africa is still primitive and under-developed.
- 1. (a) Location, size and shape: position on the globe with respect to Asia; area; latitudinal extent north and south of the equator. Africa projected equally on the north and the south of the equator.
- (b) Countries of Africa: their names and location on the map.
- 2. Physical features in terms of natural divisions
 - (a) The Atlas Mountains.
 - (b) The Central Plateau: more than 300 metres above sea-level with one-third of the continent over 1,000 meters above sea-level.
 - (c) The Nile Valley.
 - (d) North-east High lands: high broken edge of the central Plateau punctuated with rift valleys.

UNDERSTANDINGS

CONTENT

3. Major climatic types:
 - (a) Equatorial
 - (b) Tropical
 - (c) Desert
 - (d) Mediterranean.
4. Types of natural vegetation:
 - (a) Equatorial forests
 - (b) Tropical grasslands
 - (c) Desert scrublands.
5. Population. about 20 crores.
 - (a) Areas of concentration. the Nile Valley, mining areas of South Africa.
 - (b) Four racial groups: African, Arab, Indian, European.
 - (c) Distribution: uneven.
6. Economic resources.
 - (a) Agriculture:
 - (i) characteristics: backward and wasteful methods
 - (ii) Crops: maize, cotton, millets, cacao, groundnuts.
 - (b) Animal resources being developed. Cattle and sheep: beef and wool.
 - (c) Minerals: gold, diamond, coal, copper, uranium.
7. Means of transport: difficulties in development of transport—relief and climate, enormous size; no well-connected system of roads and railways. Air transport becoming important.
8. Trade and commerce: under-developed, important items of import and export.
9. Some important geographical facts related to the following countries:

Egypt; Union of South Africa; Kenya; Tanganyika and Zanzibar; Ghana; Algeria, Nigeria; Congo; Zambia.



CLASS VII

A. PHYSICAL GEOGRAPHY

UNDERSTANDINGS

1. The amount of heat and light that we receive from the sun varies with the time of the day and the time of the year.
2. The air around us is indirectly heated by the sun and its temperature is distributed both vertically and horizontally.
3. Land is heated and cooled far more quickly than water.
4. Condensation of water vapour in the air results in various forms of precipitation.
5. Rainfall is caused by condensation of water vapour and is unevenly distributed over the earth.
6. Different kinds of rocks make up the crust of the Earth on which we live.
7. The upper crust of the Earth is cold but the interior is extremely hot.
8. Large areas of the Earth are stable but there are certain unstable areas which experience vibration of the crust.
9. Ocean currents influence climate and navigation to a great extent.
10. Currents that flow away from the equator are warm currents and those that flow towards it are cold currents.

CONTENT

1. The Atmosphere: Temperature.
The Sun, the source of heat; air temperature measured by thermometer; temperature varies with latitude, altitude and distance from the sea; temperature recorded on maps by isotherms.
2. The Atmosphere: Water Vapour.
Water-vapour content in air changing from place to place and time to time; condensation and precipitation; rainfall—conventional, relief and cyclonic; rainfall measured by rain-gauge.
3. The Atmosphere: Winds.
Land and sea-breezes; monsoons.
4. The Earth: Structure.
 - (a) Lithosphere: igneous, sedimentary and metamorphic.
 - (b) Outer crust: cool and hard.
 - (c) Interior: hot and molten.
 - (d) Volcanoes: active, dormant and extinct; their distribution.
Earthquakes and earthquake belts.
5. Ocean Movements:
 - (a) Tides: causes; influence on trade and navigation.
 - (b) Currents: hot and cold; influence on climate and navigation.
Some important currents.

B. AUSTRALIA

1. Australia is the largest island but the smallest of the inhabited continents of the world.
2. Australia does not present great contrasts in relief and of all the continents is the most regular in outline.
1. Location, size and shape: position on the globe; the largest island in the world; lying entirely south of the Equator; extent in latitude and longitudes.

UNDERSTANDINGS

3. Australia is conspicuous by the absence of extremes of climate.
4. The natural vegetation over most of the continent is composed of grass and scattered herbs and shrubs.
5. Whenever possible, the people have exploited the land for purposes of ship-rearing, farming and mining, but a very large part of the continent is a waste land even today
6. Sheep farming is a leading industry in Australia.
7. The discovery of gold attracted people from overseas to Australia
8. Australia is poor in mineral resources
9. Australia is very sparsely populated continent.
10. Australia is continent with hospitable coast lands in the east but an inhospitable interior.
11. The interior highlands of Australia are inhabited by primitive people who are still in the stone-age culture
12. The eastern and south-eastern regions of Australia are easily the most important parts of the continent.

CONTENT

- 2 Physical features in terms of natural divisions:
 - (a) Great Western Plateau or Shield: its important ranges; covering Western and Central Australia; covering nearly one-half of the continent.
 - (b) Eastern Highlands; forming a great arc in the east from the York Peninsula to Tasmania.
 - (c) Central lowlands: forming one of the largest expanses of plain land in the world, covering one third of the whole continent, stretching from the Gulf of Carpentaria to the Southern Ocean with the Murray Darling Basin as its most fertile region
 - (d) South Australian Mountains
3. Major climatic types:
 - (a) Tropical;
 - (b) Temperate;
 - (c) Mediterranean;
 - (d) Hot Desert
- 4 Types of natural vegetation.
 - (a) Tropical forests
 - (b) Temperate grasslands
 - (c) Arid and semi-arid shrubs
5. Population: only about 1 crore people; distribution uneven; concentration in south-eastern Australia and along coast-lands; more than half of the population in capital cities.
6. Economic resources;
 - (a) Agriculture: wheat.
 - (b) Animals; wool and mutton from sheep; beef and dairy products from cattle.
 - (c) Minerals: gold, silver and copper. Their distribution.
7. Means of transport and communications: important roads and railways; airports. Their importance for trade and commerce. Important ports.
8. Trade and commerce: important items of import and export.

C. NORTH AMERICA

UNDERSTANDINGS

1. Though North America was discovered and colonized only in recent historical times, it is the most developed continent today.
2. North America displays a striking contrast in relief in that its highest mountains are on the western coast running from north to south, low hills near the eastern coast and a vast plain in the middle.
3. North America has almost all types of climate except the equatorial.
4. The rich and varied natural resources of the continent have been utilized for the development and prosperity of its people.
5. The extent and the great variety of its climate, natural vegetation and minerals have made the continent also entirely self-sufficient.
6. Of all the countries of the North American continent, the United States of America is the most favoured for farming, mining and industrial activities.
7. The north-eastern part of the U.S.A. is among the most developed industrial regions of the world and has the greatest density of population in the country.
8. In spite of many favourable natural conditions, North America as a whole is more sparsely populated than Asia or Europe.
9. The development of transport in the continent by air and land has been favoured by its great east-west extent.
10. Inland water-ways have played an important role in the opening up and development of the continent.

CONTENT

1. (a) Location, size and shape: position on the globe; third largest continent in the world; lying entirely in the western hemisphere and north of the Equator; extent in latitudes and longitudes
(b) Discovery by Columbus, colonization in recent historical times, settlers mostly from Europe.
(c) Countries of North America, their names and location on the map.
2. Physical features in terms of natural divisions:
 - (a) The Rockies
 - (b) The Appalachians
 - (c) The Central Plains, a huge trough between the Rockies and the Appalachians, extending from the Hudson Bay in the north to the Gulf of Mexico in the south.
3. Major climatic types:
 - (a) Arctic
 - (b) Cold temperate
 - (c) Cool temperate
 - (d) Temperate oceanic
 - (e) Mediterranean
 - (f) Desert
 - (g) Tropical
4. Types of natural vegetation:
 - (a) Tundra
 - (b) Coniferous forests
 - (c) Temperate grasslands
 - (d) Mediterranean type
 - (e) Desert type
5. Population: distribution; sparse population in the north; areas of concentrations in the north-east.

UNDERSTANDINGS

CONTENT

6. Economic resources:
 - (a) Agriculture: wheat, maize, cotton, tobacco. Extensive mechanized farming; big holdings.
 - (b) Forests: types of forests. Economic use of forest products: lumbering, wood pulp and paper making.
 - (c) Power: coal, petroleum, water. Their distribution
 - (d) Minerals: iron ore, copper, gold, silver.
 - (e) Important Industries. flour-milling, wood pulp; iron and steel; textiles; heavy engineering. Factors responsible for localization.
7. Means of transport. Trans-continental railways, national highways; ports and harbours; airports; the Panama Canal; inland waterways and their importance for trade and commerce.
8. Trade and commerce: important items of import and export.
9. Some important geographical facts related to the following countries:
The United States of America, Canada, Mexico; West Indies.

D. SOUTH AMERICA

1. The arrangement of the physical features of South America is comparatively simple, the marked peculiarity being the close proximity of the highlands to the coast.
 2. The Western Cordilleras influence the climate of the continent to a very great extent.
 3. The arrangement of the natural vegetation of the continent is relatively simple.
1. (a) Location, size and shape: position on the globe; about two-thirds of the area within the tropics; short coastline in proportion to its size; extent in latitudes and longitudes.
 - (b) Countries of South America; their names and location on the map.
 2. Physical features in terms of natural divisions.

UNDERSTANDINGS

4. South America has vast untapped resources.
5. Most of South America is sparsely populated, and large concentrations of population are few and far between mostly along the coast.
7. The difficulties in land transportation in the continent has encouraged air and ocean transportation.

CONTENT

- (a) The Coastal Strip: narrow and bordering the Pacific Ocean.
 - (b) The Western Cordilleras: young fold mountains; the towering ranges of the Andes; extensive high plateaux.
 - (c) The Central plains; (i) the Orinocco Basin, (ii) the Great Amazon Basin, (iii) the Basin of the Parana, (iv) the Argentine Pampas and (v) the Patagonian Desert.
 - (d) The Eastern Highlands: (i) the highlands of Guiana and Venezuela in the north and (ii) the highlands of eastern Brazil in the south.
3. Major climatic types:
 - (a) Equatorial
 - (b) Tropical
 - (c) Warm temperate
 - (d) Desert
 - (e) Mediterranean.
 4. Types of natural vegetation;
 - (a) The Equatorial Forests
 - (b) Grasslands
 - (c) Deserts
 5. Population: concentration of population in a few big cities and ports.
 6. Economic resources:
 - (a) Agriculture. wheat; maize; coffee.
 - (b) Animals: cattle, sheep; wool, beef and dairy products.
 - (c) Power: petroleum.
 - (d) Minerals: copper, nitrate, silver and tin. Their distribution.

UNDERSTANDINGS**CONTENT**

7. Means of transport. important ports, harbours and airports. Their importance for trade and commerce
 8. Trade and commerce: important items of export and import.
 9. Some important geographical facts related to the following countries: Argentina; Brazil; Chile; Venezuela; British Guiana.
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CLASS VIII

A PHYSICAL GEOGRAPHY

UNDERSTANDINGS

1. Air exerts pressure which varies from place to place and is measurable.
2. Air pressure, temperature and humidity or rainfall are the major elements of weather
3. The climate of a place is the sum-total of weather conditions spread over a period of time.
4. The surface of the earth is undergoing a constant change caused by the action of the agents of weathering, viz., wind, running water, glaciers, and underground water.
5. Different agents cause different kinds of changes in the land space.
6. Cyclones and anti-cyclones are associated with different types of weather conditions.

CONTENT

1. The Atmosphere: Pressure.
 - (a) The Barometer; kinds; simple mercury and aneroid; measurement of heights by barometer.
 - (b) Distribution of pressure: vertical and horizontal; isobars; equatorial and sub-polar lows; sub-tropical polar highs.
 - (c) Winds: permanent winds; trade winds; westerlies, polar winds, north and south.
Seasonal winds: monsoons; cyclones; anti-cyclones.
2. The Earth: Sculpture
Gradual change in the surface
External agents of change:
 - (i) weathering
 - (ii) rivers
 - (iii) glaciers
 - (iv) winds
 - (v) underground water
 - (vi) sea wavesThree-fold work of agents:
 - (i) wearing away
 - (ii) transporting
 - (iii) deposition.
3. Weather and Climate.
Weather: the condition of the atmosphere for a short period of time;
climate: general weather of a place over a period of time.
 - (a) Weather. Some typical phenomena. Different forms of precipitation : dew ; mist ; fog ; snow.

UNDERSTANDINGS

CONTENT

- (b) Climate. Factors determining the climate of a place
 - (i) latitude
 - (ii) altitude
 - (iii) distance from the sea
 - (iv) ocean currents
 - (v) direction of prevailing winds
 - (vi) direction of mountain range

B. EUROPE

1. The location and shape of Europe have, among other things, played a vital part in the development and progress of the continent.
 2. Europe shows a varied configuration of land surface, but its relief shows a greater complexity than found elsewhere.
 3. The temperate climate of Europe has contributed considerably to the material progress of the people.
 4. Natural vegetation in certain parts of Europe has almost completely disappeared as a result of large-scale of human settlement.
 5. Europe is rich in some minerals but those are not enough even to meet the needs of her people.
 6. The environmental conditions prevailing in Europe are on the whole very favourable for human settlement.
 7. One of the greatest manufacturing regions of the world is centred in north-west Europe.
 8. Europe has an indented coast-line, which has led to the development of ports and the sea-faring habits of her people.
 9. The situation of Europe in the centre of the landmasses has been an important factor in the development of her trade.
 10. Though small in size, Europe is divided into a number of sovereign States.
1. (a) Location, size and shape: position on the globe: Europe the smallest continent of the Eurafasian land-mass, a peninsular projection westward of the Asian land-mass; composed of many peninsulas, interior seas and bays; coast-line very long for its size; lying almost entirely within the temperate zone and in the belt of westerlies.
 - (b) Countries of Europe: their names and location on the map.
 2. Physical features in terms of natural divisions:
 - (a) The NorthWest Highlands: in Scandinavia and Scotland.
 - (b) The Great European Plain; extending from the Bay of Biscay to Russia;
 - (c) The Alpine mountain systems; a vast system including the Pyrenees, the Alps, the Carpathians and the Caucasus.
 3. Climate:
 - (a) Factors affecting climate: latitude; distance from the sea; prevailing winds; ocean currents.
 - (b) Major climatic types:
 - (i) Mediterranean
 - (ii) Maritime
 - (iii) Continental
 - (iv) Tundra

UNDERSTANDINGS**CONTENT**

4. Types of natural vegetation.
 - (a) The Tundras
 - (b) The Coniferous forests
 - (c) The Steppes or Grasslands
 - (d) The Mediterranean
5. Population: distribution; areas of concentration in north-west Europe.
6. Economic resources:
 - (a) Agriculture: wheat, oats; flax, beet.
 - (b) Power. coal, petroleum, water. Their distribution.
 - (c) Minerals: iron ore; salt. Their distribution and use.
 - (d) Important industries: iron and steel; textiles, chemicals; ship-building, heavy engineering. Factors responsible for the localization of industries.
7. Means of transport: important railway centres; ports; airports. Their importance in trade and commerce.
8. Trade and commerce: important items of import and export.
9. Some important geographical facts related to the following countries: Great Britain; France; Germany; Sweden; Norway; Holland; Denmark; Switzerland; Italy; Czechoslovakia; Union of Soviet Socialist Republics.

C. INDIA**UNDERSTANDINGS****CONTENT**

1. Geographically, India is a sub-continent.
 2. India has well-marked physical features.
 3. The preeminently monsoon characteristics of the Indian climate have influenced the life of her people.
 4. India is so vast in size and so varied in topographical features that the climatic conditions are not uniform in all parts of the country.
1. Location size and shape: position on the globe; seventh biggest country in the world; lying north of the equator; extent in latitudes and longitudes.
 2. Physical features in terms of natural divisions:

UNDERSTANDINGS

5. India is essentially an agricultural country and depends primarily on monsoons.
6. The uncertain, variable and seasonal characteristics of monsoons and the scanty rainfall have made irrigation essential in many parts of the country.
7. Agriculture in India is still for the most part traditional; modern techniques are, however, being introduced.
8. India is endowed with rich mineral resources which are however, unevenly distributed.
9. India is rapidly advancing industrially.
10. India is one of the most densely populated parts of the world with concentrations of population in the Indo-Gangetic plain.
11. India is primarily a land of villages though the rapid industrialization is influencing concentration.
12. With the rapid industrialization of the country, the direction and nature of our foreign trade has very much changed in recent years.

CONTENT

- (a) The Mountain Wall: The Himalayas swings 2400 km. in an unbroken smooth curve, curve bending the north-eastern end; breadth about 300 km; a series of parallel ranges: outer Himalayas, middle Himalayas; contains some of the highest peaks in the world.
 - (b) The Indo-Gangetic Plain; situated south of Himalayas; covers more than 2400 km. from east to west; width, 300 km; dead flat; gentle seaward slope; drained by the Indus, the Ganga and the Brahmaputra and their tributaries, the Thar desert in the north-west.
 - (c) The Indian Plateau: tableland; height varies from 300 m. to 1000 m.; bounded on three sides by mountains; the Vindhya and the Satpuras in the north; the Western Ghats on the west and the Eastern Ghats on the east; flanked by the two coastal strips of flat land.
3. Climate.
- (a) Characteristics:
 - (i) Tropical monsoon climate; seasonal variations in temperature and pressure.
 - (ii) Three seasons: winter, summer, rainy.
 - (iii) Maximum rainfall from monsoons; the season of the south-west monsoons.
 - (iv) Rainfall; main factor influencing climate.
 - (b) Major rainfall regions of India:
 - (i) Regions receiving more than 200 cm. of rainfall.
 - (ii) Regions receiving from 100 cm. to 200 cm. of rainfall.
 - (iii) Regions receiving 50 cm. to 100 cm. of rainfall.
 - (iv) Regions receiving less than 50 cm of rainfall.

UNDERSTANDINGS

CONTENT

4. Types of natural vegetation:
 - (a) The Evergreen forests
 - (b) The Monsoon forests
 - (c) The dry jungles
 - (d) The Deserts and Semi deserts
 - (e) Mountain forests
 - (f) The Tidal forests
5. Irrigation: need for irrigation; canals, wells, tanks. Their distribution and importance.
6. Population: about 440 crore people; one-sixth of the world's population; distribution and factors responsible for distribution, areas of concentration—the Gangetic plains, coastal plains, industrial centres.
7. Economic resources:
 - (a) Agriculture: rice, wheat, millets, tea, tobacco, cotton, sugarcane, jute and oil seeds. Their distribution; conditions favourable for their growth.
Characteristics: intensive agriculture; small holdings; traditional methods; modern techniques being introduced.
 - (b) Forest timber, lac and pulp. Their distribution and use.
 - (c) Animals: cattle and sheep.
 - (d) Power: coal, petroleum, water. Their distribution.
 - (e) Minerals: iron ore, manganese, mica, gold. Their distribution and use
 - (f) The new multipurpose projects: Bhakra-Nangal; Damodar Valley; Hirakud, Tungabhadra, Rihand Valley. Their importance.
 - (g) Industries: distribution of important industries; major factors responsible for their localization. Textiles; sugar; iron and steel; cement.

UNDERSTANDINGS

CONTENT

8. Means of transport
 - (a) Important railways and roads.
 - (b) Important railway centres, ports, harbours.
 - (c) Their importance for trade and commerce.
 9. Trade and commerce.
 - (a) Important items of import and export.
 - (b) Direction and nature of trade
 - (c) Trade relations with other countries.
-

C. HIGHER SECONDARY STAGE

For the majority of students who reach this stage, the higher secondary school is the last opportunity to benefit from formal education; they will not go on to college or university or to any higher educational institution. Also, at this stage Social Studies for many students provides the last opportunity to learn from an organized study of the social sciences, for greater specialization comes at the end of this stage. Social Studies in the higher secondary school carries, therefore, a heavy responsibility to prepare students for their social and political role in a democracy and for continued, though informal, learning. As a consequence, the purposes of teaching, what is taught and how it is taught, have to be planned in terms of the social values, attitudes of mind, appreciation of democratic processes and skills and habits required for productive living, intelligent participation in the activities of the society and continued quest for knowledge, insight and sophistication in matters of social importance.

The Social Studies programme for the higher secondary school which follows is built on what has gone before. It recognizes what has been learnt at the lower levels and also tries to make the most of the greater maturity of the students at this stage. It takes into account the fact that the intelligent citizen must be aware of the current scene in its broad outline, in India and in the world, and must also understand the historical roots which help to explain it. It also tries to reflect the growing nature of the social sciences and to help students to become familiar with such sources of information from these fields as can throw light on the changes and developments in India and the world.

Future leadership both at local and national levels demands the best information that is available, an understanding of problems and of the kinds of efforts needed to solve them, learning desirable methods of study and acquiring an idea of the direction which the development should take. Social Studies at school has to furnish these to help the preparation of future leaders of the nation.

NATURE OF THE ADOLESCENT LEARNER

Students at this stage are well along in the period of adolescence when physical, emotional and intellectual changes are rapid. Characteristic of this period are increased awareness of self as well as expansion of interests. Students now demonstrate an increasing desire for independence and adventure. They become critical of themselves, and more so of their families and of those around them. They tend to generalize rapidly, often on little information or experience. They are no more impatient of passively listening to what they should know or do. Their minds are more and more inquisitive, questioning and doubting orthodox wisdom. Physically, they tend to be full of energy and capable of sustained work, though easily diverted by trifles. Emotionally, they are capable of extreme loyalties and dedication to individuals and causes. They are anxious for recognition as individuals and eager to find a role to play in the family, in the school and even in local affairs. They look for rapid changes and quick solutions.

Those characteristics vary of course from student to student, but they generally present problems for the family and the school. At the same time, they present educational challenges and opportunities. These characteristics can be stifled to produce a person who is obedient, submissive and conforming, or they can be fully utilized to produce a person who is self-disciplined, active, constructively critical of mind, intelligently participating in public affairs, dedicated to the improvement of Indian society and anxious to learn more and more of importance to himself and to his country. Such a citizen—self-disciplined, active, critically

minded and socially conscious— is appropriate for a democratic society in the process of change. The content of the Social Studies programme, the method of teaching and teacher-pupil relationships should, therefore, be so designed and executed as to produce such citizens for future India.

IMPLICATIONS OF THE PROGRAMME

The programme for this stage builds on the attitudes and understandings developed earlier in school. It makes use of the knowledge and understandings, absorbed in the middle school, of Indian history and civics and world geography. On behalf of the school, it makes a final attempt to prepare the student to undertake responsibility in society, keeping in mind the full range of its purposes more maturely viewed and also the student's interests and abilities.

The general purposes of Social Studies presented in Part I in the preceding pages provide the frame-work for the details of the programme. These purposes focus on certain basic ideas, attitudes and abilities needed by the Indian citizen to understand the present society and to participate intelligently in its functioning. They include an understanding of the situation and the problems of India today, the nature of the present-day world and India's place in it, and the historical background to understand the current scene and to play a part in shaping the future.

Full knowledge of this historical background cannot be acquired here, chiefly because of the limitations of time. Material must, therefore, be selected in terms of major understandings from history which can be used in the interpretation of world today. Furthermore, the citizen needs the ability to understand the inter-relationships between different sets of factors—historical, economic, social, geographical, political and psychological. He needs the ability to think in terms of the integrated nature of culture, his own as well as that of other peoples. Therefore, the historical material to be studied should be very broadly conceived in order to help student to sense some of the important 'lessons' from history and to achieve certain understandings about man's experience which have meaning for India and the world.

The above indicates that the higher secondary programme is to be of an integrated nature, based on a broad view of selected materials from world history (which has received little emphasis in the earlier stages) and dealing largely with present-day India and world.

So much for content. The methods used for teaching-learning are not less important. The objectives of Social Studies teaching are such that learning must be viewed as an active process, not a passive one. The teacher does not teach so much as he helps students to learn.

The creative teacher should be capable of fully utilizing the energy, the questioning attitude, the impatience for change, the ability to generalize and the desire for active participation that characterize the students at this stage. While lectures and the textbook will continue to be used as the means of learning and teaching, other methods also should be made use of to make learning more meaningful. Reading in the library, the use of newspapers and other available material, and talks by knowledgeable persons should be increasingly resorted to. Group discussions should provide the opportunity to comprehend more clearly basic questions of values, national goals and individual responsibility, and problems awaiting solution. Students should be led to plan and carry out projects individually and in groups. Different methods of learning how to study a topic have to be tried: making right use of information and ideas from different sources, thinking through the implications from information collected, organizing an oral or written report on what has been learnt. Talks by knowledgeable persons should not be treated as ends in themselves. They can be made use of to help students to formulate beforehand what they want to know from such persons, to ask the right type of questions and to derive the maximum advantage of the talks through subsequent preparation of summaries and planning of other discussions.

Also, students should be taught frequently to evaluate what they are learning. There may be formal tests, but more frequently, the teacher and the class should be able purposefully to discuss how far the ways of learning are successful in achieving the ultimate purposes. Evaluation techniques are numerous, but they should always focus on understandings, attitudes and abilities, without of course ignoring the importance of information.

No discussions on methods can be complete. The above only serves to illustrate that the methods of teaching-learning used in the classroom should be varied in kind, designed by the teacher to suit a particular situation but always encouraging learnings aimed at the achieving of the several kinds of objectives of Social Studies.

MAJOR OBJECTIVES AT THE HIGHER SECONDARY STAGE

The major objectives of Social Studies listed below stem from the general statement of objectives given earlier and are supplemented by some that grow from the content to be taught. Very naturally, these objectives to some extent overlap those for the middle school but take them to a more mature level.

It should be clearly pointed out that neither these objectives nor the understandings are to be directly taught to the students. They are meant only for the teacher, who should keep them in mind when he is presenting the content or organizing activities in class. Little will be accomplished by asking students to memorize statements of understandings, generalizations, values, ideals, maxims or moral preachings.

A. Major Understandings

1. The cultures of different societies of the past and of today are integrated wholes and can be understood fully only through a study of the inter-related parts of the culture.
2. Increasingly through history, the development of different groups of people has been influenced by contacts and ideas from other groups of people and has in its turn influenced others.
3. For the most part societies develop through internal processes, influenced by ideas from other societies. Indian history furnishes an excellent example of the process of assimilation and synthesis.
4. Cultures which have flourished for long periods of time have tended to possess values and processes conducive to change, *e.g.*, India's tolerance of ideas from other cultures is one such value which has encouraged change.
5. Change has been, and continues to be, a normal condition of human institutions and cultures, to a degree man can influence the order and direction of change, taking into account historical forces, the nature of human institutions and the interdependent nature of the peoples of the world.
6. Certain events in history, because of their timing, place of occurrence and significance, have had unusual influence on events to follow. The Renaissance, the Industrial Revolution and some political revolutions are good examples of such events.
7. The great religions of the world have made significant contributions to the development of culture and civilization; in Indian history also they have a strong influence on values and institutions.
8. In India, and throughout the world, development tends to be towards greater democracy and recognition of human rights.

9. Democracy involves the recognition of man's ability to govern himself through institutions and procedures based on majority opinion, decentralization of power and responsibility, rule according to established law, freedom of conscience and expression and justice.
10. Citizenship in a democracy entails as great responsibilities as rights.
11. The economic and social development of India requires the greatest possible care in the use of available resources and intelligent, planned effort on the part of the Government and private groups.
12. Science holds unlimited promise for an easier, better and more challenging life for all people, provided man has the ability to apply the knowledge of science to human problems.
13. Scientific and technological development in the world today are helping to bring all peoples into closer communication with one another.
14. To maintain peace in today's world and to allow for the natural development of peoples according to their own traditions and desires, it is necessary that every nation should refrain from interfering in the affairs of others.
15. As the world becomes more and more a system of inter-relationships among inter-dependent nations, nationalism and sovereignty must be re-interpreted in terms of loyalty to world ideas and institutions.
16. The United Nations is the latest effort toward an organized programme to maintain peace and cooperative relations among nations.

B. Major Attitudes

1. Belief in the positive values of the Indian heritage and recognition of the problems of adjusting that heritage to modern conditions and national goals.
2. Respect for the accomplishments of mankind throughout history in solving problems and in gradually taking civilization to greater heights.
3. A patriotic pride based on a fair and just appreciation of India's past and her promise for a bright future.
4. Recognition of the need for change as a normal process through which human existence is improved.
5. An appreciation of the human and spiritual values which throughout history man has striven to enunciate and live by.
6. Tolerance for the different views of life developed by different groups of people; recognition that variety in outlook enriches living, and understanding of the types of efforts needed in the solution of life's perplexing problems.
7. Recognition that the various ethnic and cultural groups in India are a source of strength and enrichment; belief that in India unity can and should be developed without undue compromise of cultural variety.
8. Respect for the individual personality, for individual right to freedom and liberty, equality of opportunity, freedom of belief and religious expression, and for all other rights and liberties normally associated with the democratic ideal.
9. Respect for democratic processes of decision-making and acceptance of responsibility; compromise of personal desires with the common will; and appreciation of followership-leadership roles.

10. Willingness to work for the solution of family, local and national problems, and a recognition that man can shape his destiny and improve his lot through an energetic application of knowledge to problems.
11. Respect for the problem-solving method of dealing with persistent ills of society; recognition that the application of the scientific method to human problems is more likely to achieve results.
12. Abhorrence for war, violence and other emotional means of dealing with differences among peoples and nations, commitment to non-violence and peaceful means of solving conflicts of all kinds
13. Respect for all kinds of productive labour, belief that happiness and worthwhile living is not reserved for certain classes of people.
14. Respect for the genuine and abhorrence for the false, pretences and easy rationalizations for failure to act according to principle.
15. Recognition of the need for continued learning throughout life, and the ability to use all available resources for continued learning.
16. Recognition of the evils of corruption in democratic government and firm adherence to principles and practices of honesty, fairness and impartiality.

C. Major Skills and Abilities

1. Knowledge of where to find needed information and ability to use the simple tools of the social sciences, such as maps, globes, charts, graphs, statistical data and government reports.
2. Ability to formulate a simple questionnaire and to administer it to the school or local population to find out particular kinds of information.
3. Skill in analyzing and organizing data and information into a meaningful statement and interpreting it in terms of the problems under investigation.
4. Ability to present information in written or oral form so that the audience understands what the report is intended to convey.
5. Knowledge of parliamentary procedure and ability to assume the several roles required in the formal conducting of the business of an organization.
6. Skill in critical thinking, in recognizing bias, in evaluating sources of information, in weighing evidence, in recognizing and resisting propaganda, and in arriving at independent judgements.
7. Understanding the process of a formal election and the ability to vote accurately and intelligently and also to assist in conducting an election.
8. Ability to participate constructively as a member or leader in group discussions; ability to help in guiding group activity towards a desired accomplishment.
9. Ability to apply the problem-solving method to problems; to identify a problem, to define it, to gather appropriate information to formulate possible solutions to it, to test alternative solutions, and to arrive at a reasonable solution or solutions based on evidence.
10. Ability to withhold judgement on critical problems until all sides have been investigated and to base decisions on evaluated information, not merely on emotions.
11. Skill in using various sources to keep informed on new developments in India and the world; ability to relate new developments to local, state and national problems.
12. Ability to relate 'lessons' from history to the problems of the day.

THE SYLLABUS IN OUTLINE

| | | | |
|--------------------|------------------------------------|----------------------|-----------------------------------|
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| UNITS | | | sent-day India |
| I. | Pre-historic Human Societies | UNITS | |
| II. | River-valley Civilizations | XIII. | Planned Economic Develop- |
| III. | Some Civilizations of the Old | | ment |
| | World | XIV. | Social Change and Develop- |
| IV. | Some Important Religions of | | ment |
| | the World | XV. | Living in a Democracy |
| V. | The Medieval World | XVI. | National Unity |
| VI. | The Renaissance and Reform- | XVII. | Defence and Foreign Policy. |
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| VII. | The Industrial Revolution | Section Four | Problems of Living in the |
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| | | | Some Characteristic Features |
| | | | of the Present-day World |
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| | | | ment |
| | | | B. Interdependence of |
| | | | Nations. |
| | | XX. | Problems of World Peace |
| | | | and International Coopera- |
| | | | tion |
| | | | A. Political Composi- |
| | | | tion of the world |
| | | | after World War II |
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| | | | ration and Mainte- |
| | | | nance of Peace. |

DETAILED SYLLABUS

SECTION ONE: DEVELOPMENT OF CIVILIZATION

I PRE-HISTORIC HUMAN SOCIETIES

- Major Ideas**
1. Man's long history provides the story of a series of experiments he has undertaken to improve his ways of living by gaining control over the forces of nature.
 2. The many discoveries and inventions made by man even in pre-historic times have been the foundations of human civilization.

UNDERSTANDINGS

CONTENT

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| <ol style="list-style-type: none"> 1. Primitive man led an unsettled and insecure life, but quite early in history he learnt how to use fire and to fashion tools to fight wild animals. 2. The earliest tools were crude, but even with them man collected food, made clothing and built shelter. 3. The discovery of fire brought about a significant change in the ways of living of the primitive man. 4. Man gradually learnt to tame animals and to raise crops, thus taking the first step to settled life 5. The invention of the wheel was a landmark in human history, for it revolutionized transport, pottery and spinning. 6. Even when he lived a savage life, man turned his attention to things beyond the immediate necessities of life. 7. The development of civilization in different parts of the world has not followed a uniform pace. | <ol style="list-style-type: none"> 1. Man as food-gatherer: complete dependence on natural means. Food, clothing and shelter. 2. Man as tool-maker. tool-making a peculiarly human trait, paleolithic and neolithic tools; use of stone, wood and bone. 3. Fire, discovery and use of fire, making of fire. 4. Primitive Religion and Art. <ol style="list-style-type: none"> (a) Religion. belief in life beyond death; magic; priesthood. (b) Art cave-painting; artifacts. (c) Dancing as part of ritual; for pleasure. 5. Man as farmer. <ol style="list-style-type: none"> (a) Agriculture: cereals. (b) Cattle-rearing on a large scale. (c) Clothing: cotton and wool. (d) Settled life: ancient cities in the Middle East. 6. Invention of the wheel: stages in development; different ways. 7. Some primitive cultures of today. <ol style="list-style-type: none"> (a) In India. (b) Abroad. 8. Sources of knowledge for pre-history. <ol style="list-style-type: none"> (a) Archaeology. (b) Anthropology. |
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II. RIVER-VALLEY CIVILIZATIONS

- Major Ideas:**
1. As man took to farming, he gradually ceased to be a nomad and wanted to lead a settled life.
 2. Settled life developed villages and towns, brought about greater progress in arts and crafts and gave rise to new occupations, all these resulting in better living.
 3. Human civilizations develop under certain geographical conditions, which largely determine their peculiar characteristics.

UNDERSTANDINGS

CONTENT

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| <ol style="list-style-type: none"> 1. Farming made it necessary for man to settle at places where water was plentiful. 2. Early civilizations grew up in river valleys. 3. Settled life gave man time to think and to give birth to ideas, many of which are basic to human civilization today. 4. Settled life also demanded more coherent social organization and called for greater cooperation among the people. 5. Early civilizations had contacts with each other, which resulted in benefit to all concerned. 6. These civilizations in different parts of the world had some common characteristics as well as distinctive features of their own. 7. Our knowledge of ancient civilizations is mostly, due to the achievements of modern archaeology. | <ol style="list-style-type: none"> 1. Some contemporary civilizations of the age: <ol style="list-style-type: none"> (a) Egyptian: in the valley of the Nile. (b) Sumerian: in the valley of the Tigris and the Euphrates. (c) Indian: in the valley of the Indus. (d) Chinese: in the valley of the Hwangho and the Yangtsekiang. 2. Some common characteristics: <p style="margin-left: 20px;">Development in agriculture and irrigation, extensive trade and commerce; means of transport; socio-economic life; political and social organization, rivalries and wars.</p> 3. Distinctive architectural features: <ol style="list-style-type: none"> (a) Egypt: temples and pyramids. (b) Babylonia: ziggurats. (c) India: town-planning (d) China: places of worship and palaces. 4. Contribution to human culture: <p style="margin-left: 20px;">Irrigation; wheeled carts, written records (hieroglyphic, cuneiform and other pictorial scripts); calendar (solar and lunar); astronomy and mathematics; art and architecture.</p> |
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III. SOME CIVILIZATIONS OF THE OLD WORLD

- Major Ideas.**
1. Cultures which flourished in the ancient world had their distinctive features, many of which have become part of the world culture of today
 2. The growth of world culture is a cumulative process and all cultures, particularly developed ones, have contributed to its growth.

UNDERSTANDINGS

1. All civilizations, ancient or modern, are the outcome of both internal development and external influence.
2. The uniqueness of a particular civilization is often the result of basic geographical factors of climate, land formation and natural vegetation, as well as of the creative nature of the people.
3. Though the ancient civilizations had several similarities, it is chiefly their dissimilarities that have earned the gratitude of later generations.
4. Among the distinctive features of these civilizations are the growth of political philosophy, the idea of empire and the development of literature.

CONTENT

1. Chinese Civilization.
 - (a) Religion Taoism, Confucianism; Buddhism.
 - (b) Language and Script.
 - (c) Discoveries and Inventions paper; pen and ink, silk; tea, porcelain; water-mill, crackers (precursors of gunpowder), paper money, Mariner's compass.
 - (d) Architecture and Engineering. the Great Wall; palaces and temples (pagodas).
 - (e) The Civil Service: *mandarins*.
 - (f) Society: clans; sections of society and their status.
2. Greek Civilization.
 - (a) Geographical peculiarities. insular character of the people; local loyalties.
 - (b) Pantheon of gods and goddesses.
 - (c) Democracy and city states.
 - (d) Sea-faring habits: colonization
 - (e) Education: Athens and Sparta.
 - (f) Philosophy: Socrates, Plato, Aristotle.
 - (g) Poetry and drama.
 - (h) Art and architecture statues and temples.
 - (i) Olympic Games.
 - (j) Society citizens and slaves.
3. Roman civilization.
 - (a) Early democracy.
 - (b) Later empire, imperial idea; administration.
 - (c) Education.
 - (d) Architecture.
 - (e) Roman law; Roman Roads; Roman Engineering.
 - (f) Society: patricians; plebians; slaves.

IV. SOME IMPORTANT RELIGIONS OF THE WORLD

- Major Ideas**
1. Religion has, from the earliest times, played an important part in man's life.
 2. Religions, whatever their differences in detail, have a basic unity.
 3. Religions also lose their freshness and vitality and become formal, and then reformist movements come about.

UNDERSTANDINGS

CONTENT

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| <ol style="list-style-type: none"> 1. Religion in the earliest ages was characterized by superstitions and magical practices and also concerned with life hereafter. 2. The organized religions of the world originated in the continent of Asia. 3. Religion has, directly or indirectly, contributed to the development of philosophy, literature, music, art and architecture. 4. Religions have throughout history been subjected to reform movements from within, which have given rise to numerous sects and varieties under a common name. | <ol style="list-style-type: none"> 1. Religion of Early Man: dominated by awe for death; magical practices; graves of the dead; cave paintings; priests. 2. Important World Religions: (brief history, spread; followers, main tests, principal sects and divisions) <ul style="list-style-type: none"> (a) Hinduism. Shaivas, Vaishnavas, Shaktas. (b) Jainism. Digambaras and Svetambaras. (c) Buddhism: Mahayana and Hinayana. (d) Christianity: Roman Catholicism and Protestantism. (e) Islam: Sunnis and Shias. 3. Some other important Religions: <ul style="list-style-type: none"> (a) Judaism: the religion of the Jews; belief in a single God; synagogues. (b) Confucianism: in China, emphasis on moral life; importance of family. (c) Zoroastrianism. the religion of Ancient Persia and of the Parsis in India; worship of Fire. 4. Contributions of Religion to Culture: Philosophy; literature, music; art (painting and sculpture); architecture (temples, churches, mosques and pagodas). 5. Basic unity of Religions: Emphasis on truth, virtue, clean life. |
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V. THE MEDIEVAL WORLD

Major Idea: Human civilization is the cooperative product of many peoples, ranks and faiths, the Christians and the Muslim Arabs contributed greatly to the growth of civilization in the middle ages.

UNDERSTANDINGS

CONTENT

1. The Islamic civilization of the medieval age was remarkable in more ways than one.
 2. After a set-back, medieval Europe continued the development of civilization left to her by Greece and Rome.
 3. Medieval Europe saw the rise and development of institutions like Feudalism and the Guild System, as also economic revival and intellectual and artistic activities.
 4. Feudalism was a class system and a system of landholding, which tried to bring about a social order through definite agreement between lord and the vassal.
 5. The impact of Arab civilization on medieval Europe brought in several new ideas and contributed to the development of European civilization.
 6. The Crusades had a great significance on the later history of Europe.
1. Islamic civilization:
 - (a) Intellectual activities stimulated by Greek and Indian ideas, but raised to great heights: literature; medicine; science; mathematics; astronomy; philosophy; history.
 - (b) Refined manners and high standards of living.
 - (c) Commercial activities, carriers of articles like drugs, armour, glass, chess.
 - (d) Other influences on Europe: art designs, new fashions;
 - (e) Art: mosques; arches and domes.
 2. Medieval Europe:
 - (a) Christianity, new philosophy; the Pope; monks, nuns and monasteries; spread of education and learning.
 - (b) Feudalism: the self-sufficient village community; lord and vassal, manor and castle; constant feuds and fights; Chivalry.
 - (c) Trade and commerce: great economic activity; guilds; rise of a new middle class depending on trade; new towns.
 - (d) Art, churches; Gothic Art.
 3. The Crusades: wars of religious and commercial rivalry; growth of a common purpose in Christendom, baron and vassal co-operating side by side; new commercial articles and fashions from the east.

Decline in the power of barons, helping the later rise of national monarchies; great social change resulting from the decline of Feudalism.

VI. THE RENAISSANCE AND REFORMATION IN EUROPE

- Major Ideas:**
1. In social change, old values and ideas are gradually replaced by new ones
 2. Change has been, and continues to be, a normal condition of human institutions and cultures.
 3. Ideas that are new today give place to more revolutionary ones in the future.

UNDERSTANDINGS

1. Because of its timing, place of occurrence and significance, the Renaissance had an unusual influence on the history of later times.
2. The Renaissance was primarily an intellectual movement, which brought about a remarkable growth in the art, literature and sciences of Europe.
3. The Renaissance led to the emergence of a modern Europe and heralded the coming of modern ways of life and thought.
4. The Renaissance brought in an era of enlightenment and liberalism.
5. One important result of the Renaissance was the Reformation Movement in Christianity.

CONTENT

1. Factors that helped the Renaissance:
The Crusades and their influence; expansion of trade and commerce—overland and sea routes; Turk Conquest of Constantinople; rediscovery of classical art and literature
2. Italy as the first centre of the Renaissance.
3. General effects of the Renaissance:
Renewed importance of the classics; Humanism, art and architecture; development of the national languages, rise of the middle classes in society, national states.
4. The Reformation:
The Christianity of the Middle Ages. Revolt against Papal rule: Martin Luther and Jean Calvin. Roman Catholicism and Protestantism. State and Religion.

VII. THE INDUSTRIAL REVOLUTION

- Major Ideas:**
1. The Industrial Revolution marked a new stage in the development of human civilization by the introduction of machines in industries.
 2. Though the Industrial Revolution started in England, its fruits were not confined to any one country.
 3. Mechanization of industries on the one hand gave birth to a variety of problems and on the other demonstrated the inter-relatedness and interdependence of mankind.

UNDERSTANDINGS

1. Every invention and innovation is based on what was known before, one leading to another.
2. Abundant natural resources, skilled labour, general prosperity and an inventive turn of the mind of the people provided the impetus in England for the application of scientific knowledge to industries.
3. The Industrial Revolution was not confined to England but soon spread to other countries.
4. The new innovations in different fields led to increased production.
5. The introduction of machines reduced human drudgery.
6. The social and economic impact of Industrial Revolution brought about new tensions, new problems and higher goals of achievement.

CONTENT

1. Industries hitherto small-scale production; dependence entirely on human power.
2. Revolution in agricultural process, in textile manufacture and in means of transport. Introduction of steam-power. Machines replacing human hands.
3. Factors helping England to be the pioneer: prosperity; political stability; accumulation of capital through trade; inventive nature of the people; freedom of commercial and industrial enterprises from state control.
4. Industrial Revolution in other countries.
5. Results of the Industrial Revolution: large-scale production; mechanization, growth of factories; shifting of the population to industrial centres; birth of new cities, rise of industrialists and industrial capitalism, search for new markets; Factory laws; Trade Unionism and labour movements.

VIII. SOME IMPORTANT REVOLUTIONS OF THE WORLD

- Major Ideas:**
1. Increasingly through history, the development of one group of people has been influenced by contacts and ideas from other groups of people, each influencing the other.
 2. For the most part societies develop through internal processes, influenced by ideas from outside, leading to radical changes in political and social spheres.

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| <ol style="list-style-type: none"> 1. Revolutions are one means through which forms of government are changed. 2. Excessive emphasis on vested interests tends to inhibit change. 3. Political action has its basis in the ideas of the intellectuals in a society. | <ol style="list-style-type: none"> 1. Causes of Revolution. discontent against autocratic rule; wasteful wars; excessive court splendour; special privileged classes; poor condition of the masses. 2. Revolt against autocracy in England: Parliament's conflict with kings; Parliamentary reform movements from 1832 to 1928. |
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UNDERSTANDINGS

4. To be effective, political action and social change must be supported by the masses of people.
5. Broad universal support for political and social change can be achieved through coercion, persuasion or education.
6. The effectiveness of political and social change is directly related to the extent to which the change rises from within
7. Ideas gradually spread even though the originators and early supporters of these ideas are suppressed.

CONTENT

3. The American Revolution: the American Constitution, rise of democracy.
4. Gradual transition of power from the autocratic rulers to the people
 - (a) The French Revolution and subsequent revolutions in France and in other countries of Europe.
 - (b) The Russian Revolution: Socialism, planned development.

IX. IMPERIALISM AND AFRO-ASIAN COUNTRIES

- Major Ideas:**
1. Highly industrialized nations seek more raw material and new markets for their surplus products.
 2. 'The flag follows trade'. the search for new markets results in the subjugation of weaker nations.
 3. The modern times are characterized by political consciousness and a desire for independence among the so-called backward nations, which thrive even in the teeth of repression and ultimately succeed in establishing independence.

1. The desire for gold, glory and spread of religion have been the chief impelling motives for the subjugation of the Asians and Africans by some western countries.
2. The conquerors generally exploited the conquered for their self-interest
3. Mutual rivalries among the big industrial powers of Europe led to conflicts among themselves.
4. Increasing political consciousness in subjugated countries results in struggles for independence.
5. The newly independent nations of Asia and Africa are now marching ahead to the determination of their own future

1. Causes of colonial expansion:
 - (a) desire for raw material and new markets for finished products.
 - (b) desire for new fields for the investment of surplus capital.
 - (c) national pride fostering a militant spirit.
 - (d) greed for land and wealth.
 - (e) missionary zeal to spread christianity.
2. Factors helping colonization:
 - (a) better means of transport.
 - (b) better arms and ammunition.
 - (c) a disciplined army.

UNDERSTANDINGS

CONTENT

3. Imperialism in Asia' early exploration; trade and expansion of influence, leading to conquests. Britain, France, Holland, Russia, Portugal and U.S.A.
4. Imperialism in Africa exploration; European powers and division of Africa among them. Britain, France, Germany, Portugal and Belgium
5. Imperialism and its effects
 - (a) subjugated nations kept in backwardness
 - (b) economic exploitation
 - (c) 'natives' given few rights; 'haves' and 'have-nots'
 - (d) rivalry and competition among conquerors leading to wars
 - (e) gradual growth of political consciousness and aspirations of the conquered for freedom.
6. Awakening in Asia and Africa'
 - (a) The new upsurge. result of education and western contacts
 - (b) emergence of Japan as a world power
 - (c) India; Burma, Ceylon ; Pakistan; Malayasia, Indonesia; Philippines; Indo-China
 - (d) Egypt; Algeria; Nigeria; Ghana; Kenya; Congo; Tanganyika and Zanzibar
 - (e) South Africa and 'Apartheid'.



SECTION TWO. DEVELOPMENT OF INDIA'S CULTURE

X. THE HERITAGE OF INDIA

- Major Ideas:**
1. Behind its apparently segmented nature, India's culture presents the picture of a unified whole.
 2. This unified culture of India is very largely responsible for the feeling of oneness in the minds of her people.
 3. The culture of India is built upon foundations laid centuries ago and has continually been fed by diverse cultural streams that have flowed into it through the ages.

UNDERSTANDINGS

1. The Indian civilization is, as all important civilizations are, the outcome of internal development and external influence.
2. Though modified from time to time, the Indian culture has not lost the uniqueness that has ever been her very own.
3. The civilization and culture of India furnish an excellent example of the give-and-take process of development.

CONTENT

1. Characteristics of Indian culture:
Unity in diversity; assimilation and synthesis; toleration and catholicity of outlook. A composite culture allowing variety and never imposing uniformity.
2. Art and Architecture.
 - (a) Some famous monuments in North and South India. Influence in different periods of history. Hindu and Indo-Islamic monuments. Southern style. Modern buildings.
 - (b) Sculpture: Greek influences in early days: the Gandhara school. Indian schools of sculpture—Mathura, Sarnath, Nalanda. Medieval sculpture.
 - (c) Painting: Ajanta, Elura, Bagh; Muslim influences: the Mughul, Rajput and Kangra schools. Revival of Indian Art in the 19th century. New trends.
3. Languages and Literature.
 - (a) Vedic literature; the Epics; the Jatakas. The Sangam Literature in Tamil. Grammar and Rhetorics.

UNDERSTANDINGS

CONTENT

- (b) Classical Sanskrit: epic poems; lyrics; dramas; commentaries.
- (c) Development of modern Indian languages: influence of Bhakti saints; early religious nature of the literature
- (d) Persian Literature in India. The Urdu Language.
- (e) English and the Indian languages: development of prose; the new literature
- 4. Sciences.
 - (a) Mathematics and Astronomy: zero; decimals, numerals
 - (b) Engineering: monolithic pillars: cave architecture
 - (c) Medicine and Surgery
 - (d) Metallurgy and Chemistry: Mehrauli Pillar, bronze statues
 - (e) Developments in the twentieth century.
- 5. Education.

The ancient *gurukuls*; the Buddhist *sanghas*, universities at Takshila, Nalanda and Vikramasila.

Education and the Muslim rulers: *madarsas* and *maqtabs*.

English Education. National Education. Modern universities.
- 6. The 'Give-and-Take' of Civilization.
 - (a) Indian culture abroad; Greater India; Central Asia.

Literature and Religion. Indian philosophy, medicine and learning in other countries.
 - (b) Greek, Roman, Persian and Muslim influences: sculpture; coinage; dramatics, architecture; dress.

XI. DAWN OF MODERN INDIA

- Major Ideas:**
1. For the most part societies develop through internal processes, often impelled by ideas from outside.
 2. The reform movements in the nineteenth century were the result of a process of assimilation of western ideas into the culture of the land.

UNDERSTANDINGS

1. The nineteenth century brought to India a new outlook on the different aspects of life and culture and affected them many in ways
2. This outlook was primarily the result of the contact with new ideas, made possible chiefly through English education.
3. The study of western literature resulted in the development of new political ideas of liberty and self-government.
4. Along with political ideas, literature in the modern Indian languages acquired a new complexion.

CONTENT

1. English Education in India.
 - (a) Early missionary effort and private enterprise; Raja Ram Mohan Roy, Macaulay and Bentinck; establishment of universities; primary and secondary education.
 - (b) Educational developments in the twentieth century
 - (c) Growth of scientific and technical education.
2. Social Reform.

Abolition of Sati and infanticide; widow re-marriage, education of women, movement against untouchability; emphasis on social equality

Social Legislation.
- 3 Religious Reforms

The Brahmo Samaj; the Prarthana Sabha; the Arya Samaj, the Theosophical Society; the Ramakrishna Mission; Muslim Reform Movements.
- 4
 - (i) Modern Indian Languages: development of prose and a new literature
 - (ii) Indian Art Movements
 - (iii) Growth of new political ideas.

XII. INDIA'S STRUGGLE FOR INDEPENDENCE

- Major Ideas:
1. British Rule in India was, in more ways than one, responsible for the nation's struggle for independence.
 2. As the spirit of nationalism grew, the barriers of class and region gradually broke down and the country was united for a common cause.
 3. The achievement of Indian independence has been possible at the cost of great sacrifices made alike by the leaders and the people.

1. The economic exploitation of the country coupled with the denial of political rights were the main sources of discontent among the educated people in India.
1. The Revolt of 1857: causes, character and consequences.
2. Factors that helped the growth of national feeling:

UNDERSTANDINGS

- 2 The administrative unity of the country and the introduction of the English language, both brought about by British rule, helped the development of a national feeling in India.
3. The revolt of 1857, the First War of Indian Independence, was the first most wide-spread challenge against British Rule in India.
4. The failure of the Revolt started the process of political changes in the Indian administrative set-up.
- 5 The Indian National Congress created a common platform for educated opinion to ventilate political grievances.
6. The leadership of Mahatma Gandhi gave a totally new complexion to the struggle for independence.

CONTENT

- (a) British policy: political and economic
- (b) Administrative unification of the country
- (c) Introduction to western ideas and institutions through English education
- (d) A new awakening through education
- (e) Impact of social and religious reforms
- 3 The Indian National Congress: its establishment; policy till 1905
4. The Partition of Bengal and its consequences the Swadeshi Movement; Terrorism' Moderates and Extremists; the Home Rule Movement
5. Mahatma Gandhi as the National Leader the Non-cooperation Movement; Satyagraha, resurgence of the masses; the Khilafat Movement.
6. Courses of the Struggle: Jalianwala Bagh; Act of 1919; the Simon Commission; the Lahore Congress; the Civil Disobedience Movement; Round Table Conferences; Act of 1935.
7. Towards Freedom: World War II, the Quit India Movement; Netaji and the Indian National Army Achievements of Independence. Partition of India
8. Features of the Freedom Movement: participation by the masses; leaders from all religions and all regions; accent also on social reforms; rural reconstruction and self-sufficiency.
- 9 The new map of India after 1947; integration of princely States; re-organization of States.



SECTION THREE. PROBLEMS OF LIVING IN PRESENT-DAY INDIA

XIII. PLANNED ECONOMIC DEVELOPMENT

- Major Ideas:**
1. The economic prosperity of India depends upon the extent to which the people are able to develop and utilize the resources in an intelligent, planned way.
 2. A scientific attitude towards our natural environment is necessary to use it effectively.

UNDERSTANDINGS

1. India has a great potential of human and natural resources distributed all over the country.
2. Planning is necessary for a full development of these resources.
3. Planned economic development implies the pooling and utilization of the entire resources at a calculated rate to meet the needs of the country.
4. Planning can lead to higher standards of living and should lead to an equitable distribution of the national income.
5. The success of our plans calls for the active participation of all of us.
6. The execution of the plans needs, in addition to our internal resources, money and services from other countries, which the nation has to repay.
7. The pattern of our economy is changing from a primarily agricultural to one where all aspects of production are being developed, with the emphasis on industry.
8. Economic development goes hand in hand with the social development of the people.

CONTENT

- I Physical Features and Resources of the Country.
 - (a) Physical Features:
 - (i) Area and size with reference to population; comparison with some smaller and bigger countries
 - (ii) Natural regions and their economic importance
 - (iii) Climate and its economic significance
 - (b) Natural Resources:
 - (i) Land: arable area; main types of soil in relation to agriculture
 - (ii) Forests: their location and economic importance
 - (iii) Water: sources, distribution; irrigation, water power; waterways. Economic importance
 - (iv) Minerals as sources of power.
 - (c) Human Resources:
Population, its composition, distribution and characteristics.
2. Utilization of Resources through Planned Development.

UNDERSTANDINGS

CONTENT

- (i) Necessary for raising the standard of living of the masses; progress towards socialism, equal opportunities; distribution of economic power, levelling disparities in income; economic and social integration
- (ii) Salient features of our planning: planning on a national level; long-term and short-term planning; co-operative venture of public, private and cooperative sectors; equal importance given to agriculture and small-scale and heavy industries
- (iii) Financial Resources for the Five-year Plans.
Taxation, private investments, contribution of public loans; small savings; external assistance; foreign trade.
- (iv) The Plans. A brief resume of the targets and achievements of the First and Second Five-year Plans.
A brief account of the Third Plan and progress made so far; Agriculture, Industry; Transport and Communications, River-valley projects.
An account of the Fourth Plan priorities and targets.
- (v) Problems of our Planning: vast population; limited natural resources; lack of finances and skilled human resources; disparities in income; low saving capacity of the majority of the people; tension on borders.

XIV. SOCIAL CHANGE AND DEVELOPMENT

- Major Ideas:**
- 1. Social change is set in motion by forces, both internal and external.
 - 2. Social development goes hand in hand with economic development.

UNDERSTANDINGS

1. Social change often implies change in the values, attitudes, thinking, habits and methods of work and ways of life of the people
2. India is engaged in developing an improved social order based on justice —social, economic and political.
3. The new social order is to be based on our values of democracy, secularism and socialism.
4. Desirable social change in the people will lead to the stability of the new order.
5. Planning will help us to lead social development in the desired direction at the desired pace.
6. Both the State and the voluntary efforts of the people play an important part in bringing about social change and development.

CONTENT

1. Some characteristics of Indian Society today.
 - (a) Rural and Urban population: implications and problems
 - (b) Educated and uneducated people: implications for outlook on society and economic prosperity
 - (c) Special problems relating to scheduled castes, tribal and backward people and the female population.
2. Some social problems.
 - (a) ignorance due to lack of education
 - (b) narrow religious outlook
 - (c) casteism
 - (d) parochialism
 - (e) bad health and insanitation
 - (f) social traditions like pardah and early marriage
 - (g) anti-social practices like the dowry system, corruption in public life.
3. Measures and Methods of Social Change.
 - (a) Directive Principles of State Policy; its implications
 - (b) Social Legislation and other measures:
 - (i) Legislation against untouchability; child marriage; beggary; immoral traffic in women; prohibition laws
 - (ii) Social services for all: health, education, cultural and recreational activities
 - (iii) Special welfare programmes for weaker sections of society
 - (c) Methods:
 - (i) Democratic participation by the people
 - (ii) Due consideration given to local conditions
 - (iii) Utilization of local resources
 - (iv) Use of mass media.

UNDERSTANDINGS

CONTENT

(v) Voluntary organizations, *e.g.*,
Ramakrishna Mission, Arya
Samaj, Bharat Sevak Samaj

(vi) State organizations, *e.g.*,
Central Social Welfare Board,
Community Development
Centres.

XV. LIVING IN A DEMOCRACY

Major Idea: Democracy involves the recognition of man's ability to govern himself through (i) institutions and procedures based on the opinion of the majority, (ii) decentralization of power and responsibility, (iii) rule according to established law, (iv) freedom of conscience and expression, and (v) justice.

1. The Constitution of India which provides the basis of our democratic state is based on principles of justice, social, political, economic and religious freedom
2. A democracy can successfully work only when every citizen is mindful of his duties and is conscious of his rights.
3. Success of democracy depends upon critical thinking, respect and consideration for others, well-informed behaviour and high moral conduct on the part of all of us. Democracy does not mean license for freedom.
4. True democracy lies in judicious decentralization of responsibility.
5. True democracy implies a belief in the dignity of the individual and equality of opportunity for all.
6. Ours is a secular democratic state.
7. A judicious exercise of our right to vote is very necessary for the success of democracy.

- 1 Our Constitution, the basis of our democratic State.
(a) The Preamble
(b) Directive Principles of State Policy
(c) Fundamental Rights; their significance in a democracy
2. The frame-work of our Government: Federal in nature; Union and State Governments, Local Bodies; Panchayat Raj.
3. Assumptions of democracy a body of well-informed, active and socially responsible citizens; formation and expression of public opinion; toleration and a spirit of compromise, leadership, wise use of leisure
4. Problems of our democracy: lack of education, absence of democratic traditions, indifference to public affairs; factors like casteism, communalism, regionalism and linguism; social and economic backwardness; inadequately developed media for the formation of public opinion.

UNDERSTANDINGS**CONTENT**

5. Elections.

- (a) Systems of representation
- (b) Methods and procedures of election
- (c) Universal adult franchise
- (d) Political parties and their role
- (e) The citizen and the vote.

XVI. NATIONAL UNITY

- Major Ideas:**
1. A basic unity underlies the apparent variety in the ways of life and the beliefs of the people in the country.
 2. National unity is necessary also for the country's freedom and prosperity.

1. The disintegrating regional or communal forces weaken the nation. The nation needs a united people.
2. There is no either-or relationship between sectional loyalties and national loyalty. The two can subsist together.
3. As a free nation, we have our national symbols which demand our respect.

1. National unity: meaning, need, growth of unity in present-day India.
2. National solidarity.
 - (a) Forces disrupting national solidarity: communalism, linguism; regionalism and casteism as sources of tension.
 - (b) Forces promoting national unity and integration: single citizenship; an official language; national symbols; national festivals; balanced economic development of every region; national plans; promotion of regional languages.

XVII. DEFENCE AND FOREIGN POLICY

- Major Ideas:**
1. To maintain peace in today's world and to allow for the natural development of peoples according to their own needs, traditions and desires, it is necessary for every nation to refrain from interfering in the affairs of others.
 2. The defence of our country is the responsibility of every citizen of India.

UNDERSTANDINGS

1. Only a strong nation can defend its freedom and territorial integrity.
2. The strength of the nation lies in the unity and high morale of the people.
3. Mental and physical preparedness on the part of the nation is very necessary for the effective defence of the country.
4. Preparation for defence against aggression is closely related to the country's industrial and scientific development.
5. Indian foreign policy is based on principles of non-alignment and co-existence.
6. India's foreign policy is the projection of her internal policy and aspirations.
7. India does not believe in aggression but will certainly defend its territorial integrity against any aggression.

CONTENT

1. Our Frontiers and Problems of Defence.
 - (a) The vast northern borders: its peculiar difficulties; Boundaries between India and Pakistan and China.
 - (b) The sea-coast.
 - (c) Need for strong armed forces.
2. India's preparedness for Defence.
 - (a) India's Armed Forces: Army, Navy and Air Force. Measures adopted to modernize our armed forces. Defence equipment. Training.
 - (b) Sinews of defence: economy; suppression of rumours, conscientious hard work, wise consumption of goods necessary for defence.
 - (c) Measures for increased defence production: ordnance factories; orientation of industries for defence.
3. India's Foreign Policy.
 - (a) India's policy of non-alignment; her relation with other nations
 - (b) Panchsheel:
 - (i) Mutual respect for each other's territorial integrity and sovereignty
 - (ii) Mutual non-aggression
 - (iii) Non-interference in each other's internal affairs
 - (iv) Equality and mutual benefit
 - (v) Peaceful co-existence.
4. Problems of Kashmir and India-China border.
5. India and the United Nations.
 - (i) The United Nations: a symbol of hope for world peace.
 - (ii) Role of India in the United Nations:
 - (a) for maintenance of peace in the world and for disarmament.
 - (b) for the solution of racial problems and fighting against colonialism.

SECTION FOUR. PROBLEMS OF LIVING IN THE PRESENT-DAY WORLD

XVIII. ENVIRONMENT AND HUMAN ADAPTATION

- Major Ideas.**
1. Climate and natural environment have varying influence on the life of man, but the basic needs of man are the same everywhere.
 2. Scientific inventions and technological advancement have reduced human drudgery and have made human life fuller and richer.
 3. Progress in developing countries can be expedited through wise use of science and technology.

A. LIFE OF MAN IN DIFFERENT NATURAL REGIONS

| UNDERSTANDINGS | CONTENT |
|---|---|
| 1. The climatic conditions and the natural environment in different parts of the world vary, causing varied human adaptations | 1. Identification of natural regions and climatic zones. |
| 2. Life, human and animal, and vegetation in countries in the same natural region are similar in many respects. | 2. Life in some natural regions of the world. (a) Equatorial: Congo, Nigeria and Kenya (b) Prairies and Grasslands: Western Canada, Argentina, Australia. (c) Polar Arctic and Antarctic. (d) Monsoon: South China, Burma. (e) Deserts: Arabia, Sahara. (f) Mediterranean: Italy. |
| 3. Different regions grow different products and provide bases for different industries and occupations. | Life in each region to be studied under the following heads: (i) People and their habits: food, clothing and shelter; occupations. (ii) Natural wealth and products. (iii) Characteristic features. |
| 4. Life in a country is many-dimensional, but at the same time, an integrated, unified whole | |

B. LIFE OF MAN IN TECHNOLOGICALLY DEVELOPED COUNTRIES

1. Rapid progress in various fields of life is a distinctive feature of technologically advanced countries.
1. Some characteristics of advanced countries:
(a) Utilization of natural resources through science and technology; growth of industry; mechanization of farming; commercial plantations; large-scale cattle-rearing and dairy-farming; a stable economic system
2. The process of urbanization of rural areas is another common feature of the life in advanced countries.

UNDERSTANDINGS

3. The development of modern means of transport and communications has far-reaching implications for the social, political and economic life of man.
4. Advanced countries have been able to provide more and better material comforts to their people.
5. Technologically advanced countries have developed a complex civilization.

CONTENT

- (b) A highly developed transport and communication system
- (c) Wide-spread education; equality of sexes; amenities of life.
2. Life in two advanced countries:
 - (a) The United States of America.
 - (i) Area, physical features, climate; their influence upon food and clothing.
 - (ii) Life in industrial areas: thick population, growth of industries, transport, urbanization of rural areas, important cities.
 - (iii) Life in New York: characteristics.
 - (iv) Life in agricultural areas: development of agriculture, commercial plantation and cultivation, mechanization, urban features in the life of the people; big ranches.
 - (v) Life of an American farmer.
 - (vi) Trade: exports and imports.
 - (vii) A democratic way of life.
 - (b) The Union of Soviet Socialist Republics.
 - (i) Area (spread over Europe and Asia), physical features, climate; their influence upon food and clothing
 - (ii) Life in industrial areas: thick population, industrial growth, transport, urbanization, products, important cities.
 - (iii) Life in Moscow: characteristics
 - (iv) Life in agricultural areas: collective farming, mechanization, cattle-rearing, dairy-farming
 - (v) Life of a Ukrainian farmer
 - (vi) Trade: exports and Imports
 - (vii) A socialist way of life.

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C. LIFE OF MAN IN DEVELOPING COUNTRIES

UNDERSTANDINGS

1. Some nations are less advanced than others in science and technology.
2. The developing countries are rich in their national wealth and have great industrial potential, which were not fully utilized so far.
3. These resources are being gradually developed for the prosperity and happiness of the people
4. The developing countries can expedite their progress through wise use of science and technology
5. The life and civilization in these countries have not yet become so complex as in technologically advanced countries.

CONTENT

1. Some characteristics of developing countries.
 Rich agricultural and industrial potential; low productivity of agriculture, under-developed industry; poor transport and communications; under-exploited natural resources; population problems; low level of literacy and education, status of women.
2. Life in two such countries.
 - (a) Brazil
 - (i) Area, physical features, climate
 - (ii) Population: density and distribution; occupations
 - (iii) Products and industries
 - (iv) Life in big cities
 - (v) Life in coffee-growing areas, in the Amazon basin and in rubber plantations
 - (vi) Transport and communications
 - (vii) Trade: exports and imports
 - (viii) Political organization
 - (b) Egypt
 - (i) Area, Physical features, climate
 - (ii) Population: density and distribution; occupations
 - (iii) Products and Industries.
 - (iv) Life in Cairo
 - (v) Life in desert regions and in agricultural areas
 - (vi) The Suez Canal; its importance to Egypt
 - (vii) Industrial Development The Aswan Dam
 - (viii) Trade: exports and imports
 - (ix) The United Arab Republic and Egypt.

XIX. SOME CHARACTERISTIC FEATURES OF THE PRESENT-DAY WORLD

- Major Ideas.**
1. Man has been able to use and improve his environment through the application of scientific knowledge.
 2. In the present-day world no nation or country can live in isolation.

A. SCIENTIFIC AND TECHNOLOGICAL DEVELOPMENT

UNDERSTANDINGS

1. People from different parts of the world have contributed to scientific discovery and development.
2. The application of science to problems of living has reduced human drudgery and made human life fuller and richer.
3. Scientific and technological advancement has also led to dangers of nuclear wars which can destroy the world
4. A scientific approach to all kinds of problems holds promise for even greater changes in life, particularly in the less developed countries of the world

CONTENT

1. Beginnings of the modern scientific age in the nineteenth century: new knowledge in astronomy; physics, chemistry, biology; medicine and bacteriology.
2. Recent advances: vitamins; new wonder drugs; polio vaccine, plastics; television; radar, atomic energy, space exploration, geophysical discoveries; jet-propulsion
3. Development of a scientific outlook and desire to apply the scientific method to problems of man: psychology, sociology; economics; anthropology, social and industrial psychology.
4. Possibilities for the future further application of atomic energy, conquest of diseases like cancer, inter-planetary travel.
5. Science and Agriculture. chemical fertilizers, improved seed; better irrigation; mechanized farming.
6. Science and Transport: improvements in highways, waterways, railways and airways
7. Science and communication: radio; telephone; television, radio-telegraphy; telestar communication.
8. Greater destructive capacity of armaments; nuclear weapons, guided missiles; atomic submarines; mobile sea-bases. Nuclear war and its possible consequences.

B. INTERDEPENDENCE OF NATIONS

| UNDERSTANDINGS | CONTENT |
|---|---|
| 1. The nations of today are increasingly becoming interdependent. | 1. Communication of ideas. (i) Languages and Literature. |
| 2. Even the advanced countries have to depend upon others for commodities they do not produce themselves. | (ii) Agencies of communication of ideas: press; telegraph, telephone; radio; television; films. |
| 3. Modern means of transport and communication have shrunk the world considerably and given impetus to interdependence. | (iii) Exchange schemes of students, teachers, scholars and cultural missions. |
| 4. International trade and communication of ideas ultimately lead to the enrichment of human life all over the world | 2. International Trade. Meaning and necessity. Exports and Imports. Tariffs and Exchange rates |
| | 3. International Routes. World trade routes by sea and air. Important canals: Suez and Panama. Roadways, waterways, railways and airways. The shrinking world. |

XX. PROBLEMS OF WORLD PEACE AND INTERNATIONAL COOPERATION

- Major Ideas:**
1. Communism, western Democracy and Democratic Socialism present three principal approaches to the organization of society in the present-day world.
 2. There is imperative need for peace and security in the world today to ensure happy and prosperous living.
 3. World peace rests on the mutual understanding and cooperation of nations
 4. The protection and promotion of human rights and social welfare foster world peace and prosperity.

A. POLITICAL COMPOSITION OF THE WORLD AFTER WORLD WAR II

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Colonialism is gradually disappearing with the spread of education and democratic ideas and the urge for independence and equality. | <ol style="list-style-type: none"> 1. Break-up of colonial empire in Asia and Africa. 2. The U.S.S.R. and the U.S.A. as dominant world powers, representing different political ideologies. Cold war. |
|--|---|

UNDERSTANDINGS

2. The present-day world is dominated by conflicting ideologies, particularly, Communism and western Democracy.
3. The emergence of numerous new nations is becoming a major force towards the resolution of world problems.
4. Economic and technical assistance from developed countries to developing countries is a new and promising phenomenon in international relations.
5. Most newly emerging nations are developing a democratic, socialist way of life.

CONTENT

3. Emergence of new nations as a powerful third force: non-alignment neutral Afro-Asian countries; Bandung Conference; Colombo Powers Democratic Socialism as another alternative for organization of society.
4. New relationship between developed and developing nations; economic and technical help by advanced countries; aid programmes of different countries.

B. INTERNATIONAL COOPERATION AND MAINTENANCE OF PEACE

1. The shrinking world has necessitated an international forum to settle disputes peacefully and to help in the creation of a better world.
2. The United Nations seeks to maintain justice and friendly relations based on equal rights of all peoples.
3. The world is at present divided into two major blocks and conflicting ideologies. This has on the one hand led to mistrust and fear among nations, and on the other brought about regional and group-wise alliances, for security, peace and balance of powers.
4. Co-existence is possible only through cooperation and mutual understanding among peoples.
5. The need for the promotion of social welfare and Human Rights is being universally felt.
6. Success in this direction depends upon the united and individual effort of all peoples.

1. The United Nations.
 - (i) Disasters of world wars and need for peace. League of Nations aims and its failure
 - (ii) Establishment of the U.N. after World War II: San Francisco Conference; the Atlantic Charter the Four Freedoms
 - (iii) Purpose and aims: Justice; Welfare; Human Rights
 - (iv) Membership
 - (v) Organs and functions
 - (vi) Role of the U.N. in international disputes: International Court of Justice; Korea, Congo, Laos, Malaysia, Suez Canal, Cyprus
 - (vii) Agencies for international cooperation and development: UNESCO; FAO, UNICEF, ILO.
2. Military Alliances.
SEATO; NATO; the Baghdad Pact; the Warsaw Pact.
3. Some programmes supporting world peace.
Disarmament and Summit talks
Afro-Asian Conference
International Court of Justice
Nuclear Test-ban Treaties
Red Cross.
4. U.N. Charter on Human Rights.

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